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Research Report 1473

The Message Content of Advertisements for Active Army Enlistments



Sandra Baxter and Nancy L. Gay
Westat, Inc.

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U.S. Army Research Institute
for the Behavioral and Social Sciences

May 1988

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FIELD	GROUP	SUB-GROUP										
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19. ABSTRACT (Continue on reverse if necessary and identify by block number) This report describes the message content analysis undertaken as part of the Army Communications Objectives Measurement System (ACOMS) project. The results are based on a sample of 3,665 male and female 16- to 24-year-olds who viewed 13 video and 11 print active Army advertisements. The analysis of the data indicates that unaided recall of Army sponsorship is made by a high percentage of respondents when video and print ads are initially displayed in the midst of other advertisements. The message attributes rated most highly by the video-advertisement viewers concerned high-technology equipment, an experience to be proud of, and an opportunity to develop one's potential. Print-advertisement respondents perceived messages dealing with money for education, skill training, and experience to be proud of. Statistically significant differences were found between the genders and among ethnic groups for many of the Army attributes perceived in the advertisements. Generally, males and whites perceived the attributes more frequently than females and blacks, respectively. Analysis of main messages confirms that the attributes capture the vast majority of messages conveyed, although an attribute focusing on adventure and excitement could be added. (continued)												
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The Message Content of Advertisements for Active Army Enlistments

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for

Contracting Officer's Representatives

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FOREWORD

The U.S. Army uses advertisements to affect the knowledge, attitudes, and behavioral intentions of youth and such significant influencers as parents to effectively recruit manpower. Army advertising development and execution is guided by a positioning statement and by specific, measurable objectives. This report documents findings from the message content analysis survey conducted for the Army Communications Objectives Measurement System (ACOMS), which supports Army assessments of advertising program strategies and effectiveness. ACOMS also supports both planning for future strategy and increasing the operational efficiency of Army advertising programs.

ACOMS has been developed to meet the needs of Army policy makers and operational managers through a cooperative effort with a Special Advisory Group (SAG) of representatives from the staffs of the Office of the Deputy Chief of Staff for Personnel (ODCSPER), the U.S. Army Recruiting Command, the U.S. Army Reserve Officers' Training Corps Cadet Command, and the Office of the Chief of the Army Reserve. These offices have also provided the funding.

The participation of the U.S. Army Research Institute (ARI) in this cooperative effort is part of an ongoing research program designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG) to conduct research to improve the Army's capability to effectively and efficiently recruit personnel. Specific efforts on ACOMS were undertaken at the direction of the Deputy Chief of Staff for Personnel (Message 2614317 November 1984, subject: 'Operation Image-Watchdog,' and Memorandum for Record, ODCSPER, DAPE-ZXA, February 3, 1986, subject: Army Communications Objectives Survey (ACOMS)). Results reported in this report were briefed to the SAG on September 2, 1987, and November 23, 1987, and to the Commander of the U.S. Army Recruiting Command on April 12, 1988. Highlights were also briefed to the Deputy Chief of Staff for Personnel on September 21, 1987.



EDGAR M. JOHNSON
Technical Director

ACKNOWLEDGMENTS

The message content analysis research was undertaken as part of the Army Communications Objectives Measurement System (ACOMS) project, which was developed through close collaboration among many parties: the Westat project team, the U.S. Army Research Institute (ARI), and the Army Special Advisory Group (SAG).

The SAG, chaired by LTC Terry White, established the message analysis research as a priority early in the ACOMS project. LTC White attended the pretest, offered good suggestions for revisions in instrument content and administration procedures, and was present at the fielding at one site. LTC Jesse Brokenburr, the SAG representative from the U.S. Army Recruiting Command, also made invaluable contributions. He made a substantial effort to obtain the advertisements, provided useful information on copy tests, and helped shape the design and analysis of the research. Dr. Michael E. Benedict of ARI also attended the pretest and a fielding and provided very useful suggestions. Dr. Benedict and Dr. Timothy W. Elig, from ARI, have carefully reviewed and commented on A Preliminary Analysis of the Message Content of Active Army Video and Print Advertisements (Gaertner & Baxter, 1987), and an earlier draft of this report.

Finally, Dr. Veronica F. Nieva and Dr. Gregory H. Gaertner at Westat contributed substantially to the conceptual design of the research and analysis of the data.

Sandra Baxter
Nancy L. Gay

THE MESSAGE CONTENT OF ADVERTISEMENTS FOR ACTIVE ARMY ENLISTMENTS

EXECUTIVE SUMMARY

Requirement:

To recruit a high-quality force, the Army needs to efficiently advertise Army opportunities to evaluate youths' impressions of the messages delivered by Army print and television advertisements.

Procedure:

Between May and August 1987, survey respondents were contacted in shopping malls in four urban areas for a 15-minute interview conducted for the Army Communications Objectives Measurement System (ACOMS). Each respondent was asked to view one active Army advertisement, positioned amid four non-Army advertisements, and then to recall the advertisement sponsorship of the five advertisements and the main message of the Army advertisement. The respondent viewed the Army advertisement again and rated the attributes perceived in it. The analyses reported in this report are based on responses to these questions by 3,665 male and female 16- to 24-year-olds in the Army's primary enlisted recruiting market.

In general, each analysis begins with a comparison of responses by medium (video versus print). Next, responses are examined by advertisement (which implies medium). Finally, responses are analyzed by medium and demographic characteristics of the sample. These steps are followed for recall and perceived attributes. The analysis of main message does not contain the medium and demographic comparisons, because of statistical limitations.

Results:

Recall. Unaided recall of the Army as the advertisement sponsor was made by 86.5% and 78.8% of the video and print-advertisement respondents, respectively. These rates of recall surpassed those for seven of the eight clutter advertisements. When unaided and aided recall are combined, approximately 98% of the respondents correctly identified Army advertisement sponsorship. Whites and 19- to 24-year-olds who viewed the video advertisements recalled the Army as sponsor significantly more often than did blacks and others, and 16- to 18-year-olds, respectively. Among print-advertisement respondents, males recalled Army sponsorship significantly more often than females.

Perceived attributes. Analysis of 14 communication objectives/attributes showed that the video advertisements communicated a somewhat different and larger set of messages than the print advertisements. Video advertisements were rated as strong on high-technology equipment, experience to be proud of, and an opportunity to develop one's potential. The print advertisements were also reported as conveying pride in the experience, but money for education

and skill training were rated more highly. There were few statistically significant differences by age, but numerous gender and ethnic group differences. In general, males and whites perceived the attributes more often than females, blacks, and others, respectively. These differences were found among viewers of both the video and print advertisements.

Main message. Main message was asked to check whether the attributes captured the majority of messages perceived by respondents. The attributes did underlie the majority of messages reported, but sizable proportions of respondents mentioned adventure/excitement messages or made descriptive comments about the Army advertisement just seen.

Utilization of Findings:

The measures of the message contents of these advertisements are being used to plan the rotation of advertisements. The rotation plan is designed to convey messages in advertising at the appropriate points in the year to support the U.S. Army Recruiting Command's Operations Plan.

THE MESSAGE CONTENT OF ADVERTISEMENTS FOR ACTIVE ARMY ENLISTMENTS

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THE MESSAGE CONTENT OF ADVERTISEMENTS FOR ACTIVE ARMY ENLISTMENTS

Introduction

The Army Communications Objectives Measurement System (ACOMS) is an effort designed to help the U.S. Army monitor and evaluate its advertising communications program. More specifically, the effort is to support Army assessments of advertising program effectiveness, strategy, and future management and planning. The assessment was conceptualized as being achieved through a three-pronged fit-exposure-change approach that involves a mix of data collection and analytic approaches. That is, an assessment to determine if: (a) the messages conveyed in Army ads fit the objectives of Army advertising; (b) the messages are exposed in Army ads according to objectives; and (c) changes are made in the target population's attitudes, beliefs, and behaviors in accord with the objectives of Army advertising (Gaertner & Baxter, 1988).

The largest component of the ACOMS effort is directed at measuring change through telephone surveys of 16- to 24-year-old youths and their parents to assess the youths' plans for their future, media habits, and reactions to Armed Forces advertising. Technical reports on the design of the ACOMS survey (Nieva & Elig, 1988) and the plan for its analysis (Gaertner & Elig, 1988) provide the conceptual and analytical framework for the effort. The annual report (Nieva, Gaertner, Elig & Benedict, 1988) and quarterly reports (Gaertner, Nieva, Elig & Benedict, 1988) contain empirical findings from five quarters of survey data collection.

The fit portion of the approach was directed at assessing the correspondence between the Army's intended communications messages (or objectives) as contained in specific television and print advertisements and the actual message content perceived by youth who saw the advertisements. This report contains the results of the message content analyses.

Assessments of television and print advertisement content are routinely conducted by advertising agencies and are known as copy tests. Such tests are used in the development phase to ascertain the impact on viewers of the physical layout, wording, and images used in draft versions of advertisements. Message content analyses of the type reported here are very rarely conducted for at least two reasons: (a) they require advertisements in final form, and thus may be perceived as redundant of earlier copy tests, and (b) the messages intended to be communicated by the advertisement must be clearly specified, which is often difficult to do.

The message content analyses reported here benefited substantially from the intensive design effort underlying the ACOMS survey and the nationally representative data generated by it. For example, lengthy discussions with project officials from the U.S. Army

Research Institute (ARI) and the various Army components interested in ACOMS produced 14 attributes (also called perceptions or beliefs) of the Army experience that were intended to be communicated by their video, print, and radio advertisements. The ACOMS survey data revealed the extent to which each attribute was perceived by every respondent, based on his or her past exposure to Army advertisements in whatever format. This enabled discussion (presented in the "Results" section) of the correspondence between general perceptions of Army advertising and messages derived from specific video and print executions.

This report is divided into four major sections: (a) methodology, (b) procedures, (c) results, and (d) conclusions. Copies of the interview questionnaires, advertisements, other materials used in the study, and supplementary tables are included in appendixes.

Methodology

Personal interviews were conducted in specially-equipped offices with respondents identified in shopping malls in four different geographical regions of the country. Mall-intercept methodology was selected because it offers access to a relatively heterogeneous population by trained interviewers having video cassette recorders (VCRs) close at hand, a requirement for this study.

Selection and Assessment of Ads

Twenty-four active Army ads (13 video and 11 print) were made available for testing by the Army. These ads constituted the heart of the Army advertising program and were being publicly broadcast or printed at the time the study was conducted. The list of ads is presented in Table 1.

To obtain realistic assessments of the ads, respondents viewed them in the context of other television and magazine ads. The selection of the non-Army ads, termed "clutter ads" in the market research field, was based on five criteria. First, they represented major purchase-decisions similar to the purchase-decision entailed in joining the Army. Second, they were drawn from the same sources as the Army ads, i.e., from the same television programs and magazines. Third, the clutter ads promoted a range of products and services so that the sponsorship of the study would not be readily apparent. Fourth, the video and print ads advertised similar types of products (e.g., a truck ad in both media) so the clutter would be somewhat constant in both the video and print versions. Fifth, to the extent possible, given the other four criteria, the ads selected were relevant to the respondents (e.g., truck, stereo equipment, and telephone services). Advertisements advocating a purchase decision as significant as enlistment in the Army are rare. Therefore, no attempt was made in the selection of the clutter ads to match the seriousness of the Army purchase decision.

Table 1

List of Army Advertisements Shown, by Medium and Sequence Number

Video Advertisements	Print Advertisements
1. "The Letter"	1. "The Letter"
2. "Promises Kept"	2. "Promises Kept" (2 Years)
3. "Computer Expert"	3. "Promises Kept" (4 Years)
4. "Visibility Poor"	4. "Get Technical"
5. "Ranger Pride"	5. "Father-Daughter"
6. "Apache"	6. "Black WOFT"
7. "Lightfighter"	7. "Hispanic WOFT"
8. "Alpha Team"	8. "Hi-Tech Aviation"
9. "Flight School"	9. "College Prep-Black GI Bill"
10. "MLRS"	10. "2+2+2"
11. "TAC SAT" (Male Voice)	11. "We Were There"
12. "TAC SAT" (Female Voice)	
13. "9 A.M."	

Four clutter ads were selected for each medium with two ads preceding and two following the Army ad in the display sequence. The video ads promoted, in order of presentation, trucks, investment services, real estate and transportation services. All of the ads, Army and clutter, were of comparably high production quality and lasted 30 seconds. The second and fourth clutter ads were especially creative and visually powerful. The clutter ads that bracketed the Army print ads promoted trucks, investment services, televisions, and telephone services, in that order. The Army and clutter print ads were comparably executed in color on single 8 1/2" by 11" pages.

Thirteen ad packages were produced for the video ads and 11 for the print ads (the 11 Army print ads are shown in Appendix A). Each package consisted of the first two clutter ads, one of the Army ads, and the remaining two clutter ads. The video packages included a second and third display of the Army ad, and were produced in sequence on one videotape for ease of administration.

Most of the items in the message analysis questionnaires were drawn from the ACOMS youth interview. (For a detailed discussion of the ACOMS youth interview, see Nieva & Elig, 1988). Two versions of the questionnaire were developed, one for the video and one for the print ads, with identical content except for specific words about the media used (e.g., "Look at this videotape," versus, "Look at this booklet"). The ACOMS items included in the message content questionnaires asked about background characteristics (i.e., age, education, and military service experience) to identify eligible respondents, and about the respondents' unaided and aided intentions.

The messages communicated by each Army ad were assessed by an item similar to one in the ACOMS youth interview. In that survey, respondents are asked to indicate, using a five-point scale ranging from strongly disagree to strongly agree, the extent to which they perceive the Army as offering each of 14 opportunities or experiences. In the message analysis questionnaire, the respondents were asked to rate whether the ad just viewed conveyed each of the same 14 attributes not at all, to a little extent, to a medium extent, to a considerable extent, or to a great extent. A sort-board technique was used, in which respondents sorted small cards containing each of the 14 attributes, into 1 of the 5 rating categories (i.e., 1 = not at all, 2 = to a little extent, etc.).

Finally, new questions were developed for the message analysis instrument which probed unaided and aided recall of ad sponsorship and main messages derived from the Army ads. The message analysis interview was designed to last 15 minutes.

Sample Size

The youth interviewed during the message content analysis research represent a nonprobability, quota sample of young men and women 16- to 24-years-old. This age range parallels that used in the

ACOMS youth interview. Mall-intercept samples are inherently nonprobabilistic because they do not offer all population elements in a geographical area an equal (or calculable) likelihood of inclusion in the sample. Further, young adults who shop at malls differ in unknown ways from those who do not, and cannot be considered a random subsample of those in the age group.

Sampling quotas were established for the three demographic characteristics of age, gender, and ethnicity. Thirty-five percent of the respondents were to be 16- to 18-years-old, and 65% were to be 19- to 24-years old. Age quota was based on the item asking for specific years, not on the screening question that used age categories. Seventy-five percent were to be men and 25% women, except for one video and one print ad which were aimed at women. For these ads, the gender ratios were reversed. The overall gender quota was 71% male and 29% female. The interviewer noted the gender of the respondent on the screening page. Seventy-five percent of the respondents were to be White, 15% Black, and 10% of other ethnicity. If respondents indicated that they were Hispanic, this self-designation superseded their response to the prior question on ethnicity ("Please tell me whether you are White, Black, Asian, Pacific Islander, or American Indian or Alaskan Native.") and led to their classification as other. Thus, the final ethnicity categories were White non-Hispanic, Black non-Hispanic, and other (Hispanic, Asian or Pacific Islander, American Indian, or Alaskan native).

Sample size was determined by the requirement that each Army ad would be viewed by a minimum of 150 respondents. Dividing the 150 required per ad across the four fielding sites produced the figure of 37.5 respondents per ad per site, a number that was rounded up to 38. Thus, each ad was viewed by approximately 152 respondents. The target sample was calculated to be 3,648 (152 respondents X 24 ads).

Sample Allocation

Four different mall-intercept survey firms in four major urban areas of the country conducted the surveys. The firms were selected on the basis of the quality of their work as known to Crossley Surveys, a division of Westat, Inc., that oversaw the survey fielding. The firms were also known to have conducted surveys at more than one mall in the urban areas of interest, so the interviews could be conducted at as many malls as necessary to produce the required number of respondents during the specified fielding period. The firms fielding the survey were located in Moorestown, New Jersey, (chosen to represent the northeastern U.S.); Northridge, California (a suburb of Los Angeles, and representative of the southwestern U.S.); Joliet, Illinois (near Chicago, and representative of the midwestern portion of the nation); and Atlanta, Georgia, representing the southeastern section.

The survey firms were required to interview approximately 912 respondents (3,648/4 at each site). Each respondent was randomly assigned to view 1 of the 13 video or 11 print ad packages. The full target sample of 3,648 was distributed across the four sites and by

the three demographic and one medium (video and print) quota categories shown under the Initial heading in Table 2. Site supervisors were given forms to help track their sample quotas and to provide guidance to interviewers about the types of respondents needed. Respondent characteristics were also tracked by staff at Crossley and Westat. As the survey reached the 80% completion point, it became apparent that the ethnicity quotas would be difficult for three sites (Los Angeles, Moorestown, and Atlanta) to achieve, within the allotted fielding period.

To determine whether the sampling quotas could be changed across the sites without substantive changes in the data, an analysis of variance was conducted on the attribute items contained in the data base at that point. There was no significant race-by-site interaction in the probability of respondents to perceive the 14 attributes to a considerable or great extent. After consultation with the U.S. Army Research Institute (ARI), the ethnicity quotas were shifted so that Los Angeles would oversample others, Moorestown would oversample Whites and Blacks, and Atlanta would oversample Blacks. The adjusted distribution of respondents by quota categories is shown under the Adjusted heading in Table 2.

The characteristics of the target and final samples are displayed in Table 3. The percentage distribution of respondents in the final sample, across the age, gender, and medium categories, are within .3% of the target figures; the distribution across the three ethnicity categories varies by only 1.2% from the target figures.

The distribution of respondents by demographic categories across the four sites is shown in Table 4. With the exception of ethnicity categories, for which the quotas were adjusted, the distribution of respondents within each site mirrors the target sample distribution.

Finally, the distribution of respondents by the demographic quota categories of age, gender, and ethnicity is shown in Table 5 for video ad respondents, and in Table 6, for print ad respondents. The fluctuations in numbers of respondents seeing each ad, shown at the bottom of each table, are due primarily to the order of ad presentation on the videotape and in the binder. For example, interviewers were instructed to forward the video tape to the beginning of the next ad package when an interview was completed, rather than rewinding the tape. The sequencing of the 13 video ad packages on one tape was intended to generate similar sample sizes for each of them. The fact that the later ads in Table 5 (numbers 9 through 13, especially) were shown to fewer respondents suggests that the strategy was not entirely successful. Less fall-off among print ad respondents is apparent in Table 6.

The final and target sample columns in both tables show the overall percentage distributions of the video and print samples by demographic characteristics. The final sample percentages are within five percentage points of the targets. The largest discrepancy is in age, with more video ad respondents in the 19- to 24-year-old category than targeted, and slightly fewer print ad respondents in that category.

Table 2
 Percentage Allocation of Target Samples Across Sites, Initial and Adjusted,
 by Demographic Characteristics and Medium

Demographic Characteristic/ Medium	Initial			Adjusted			Target Sample Total
	Each of Four Sites	Moorestown	Los Angeles	Chicago	Atlanta		
<u>AGE</u>							
16-18	8 n	35 (319)	35 (319)	35 (319)	35 (319)	35 (319)	(1276)
19-24	8 n	65 (593)	65 (593)	65 (593)	65 (593)	65 (593)	(2372)
<u>GENDER</u>							
Male	8 n	71 (647)	71 (647)	71 (647)	71 (647)	71 (647)	(2588)
Female	8 n	29 (265)	29 (265)	29 (265)	29 (265)	29 (265)	(1060)
<u>ETHNICITY</u>							
White	8 n	75 (684)	80 (733)	73 (666)	75 (684)	71 (651)	(2736)
Black	8 n	15 (137)	16 (145)	6 (57)	15 (137)	23 (209)	(548)
Other	8 n	10 (91)	4 (34)	21 (189)	10 (91)	6 (52)	(364)
<u>MEDIUM</u>							
Video	8 n	54 (494)	54 (494)	54 (494)	54 (494)	54 (494)	(1976)
Print	8 n	46 (418)	46 (418)	46 (418)	46 (418)	46 (418)	(1672)
TOTAL	n	(912)	(912)	(912)	(912)	(912)	(3648)

Table 3

Comparison of Target and Final Samples, by Demographic Characteristics and Medium

Demographic Characteristic/ Medium		Target Sample	Final Sample
<u>AGE</u>			
16-18	% n	35 (1276)	35.0 (1278)
19-24	% n	65 (2372)	65.0 (2370)
<u>GENDER</u>			
Male	% n	71 ^a (2588)	71.2 (2610)
Female	% n	29 ^b (1060)	28.8 (1055)
<u>ETHNICITY</u>			
White	% n	75 (2740)	73.8 (2698)
Black	% n	15 (548)	15.0 (547)
Other	% n	10 (364)	11.2 (412)
<u>MEDIUM</u>			
Video	% n	54 (1976)	54.3 (1990)
Print	% n	46 (1672)	45.7 (1675)
TOTAL	% n	100 (3648)	100 (3665)

^a75% for 22 ads, 25% for 2 ads. ^b25% for 22 ads, 75% for 2 ads.

Table 4

Percentage Distribution of Respondents, by Demographic Characteristics, Medium, and Site

Demographic Characteristic/ Medium	Moorestown	Los Angeles	Chicago	Atlanta	Final Sample Total		Target Sample
					Final Sample Total	Target Sample	
<u>AGE</u>							
16-18	%	35.1 (318)	34.3 (317)	35.5 (322)	35.2 (321)	35.0 (1278)	35
19-24	%	64.9 (587)	65.7 (607)	64.5 (584)	64.8 (592)	65.0 (2370)	65
<u>GENDER</u>							
Males	%	72.9 (665)	70.2 (651)	70.7 (645)	71.1 (649)	71.2 (2610)	71
Females	%	27.1 (247)	29.8 (277)	29.3 (267)	28.9 (264)	28.8 (1055)	29
<u>ETHNICITY</u>							
White	%	79.1 (721)	72.8 (674)	73.3 (667)	70.0 (636)	73.8 (2698)	75
Black	%	15.9 (145)	6.4 (59)	15.1 (137)	22.7 (206)	15.0 (547)	15
Other	%	5.0 (46)	20.8 (193)	11.6 (106)	7.3 (67)	11.2 (412)	10
<u>MEDIUM</u>							
Video	%	54.3 (495)	54.4 (505)	54.3 (495)	54.2 (495)	54.3 (1190)	54
Print	%	45.7 (417)	45.6 (423)	45.7 (417)	45.8 (418)	45.7 (1675)	46

Table 5

Percentage Distribution of Video Ad Respondents, by Demographic Characteristics

Demographic Characteristic	Video Advertisement Sequence Number							
	1	2	3	4	5	6	7	
<u>AGE</u>								
16-18	% n	36.3 (58)	32.0 (50)	35.9 (56)	39.8 (64)	32.0 (50)	28.2 (44)	30.9 (47)
19-24	% n	63.7 (102)	68.0 (106)	64.1 (100)	60.2 (97)	68.0 (106)	71.8 (112)	69.1 (105)
<u>GENDER</u>								
Males	% n	74.4 (119)	72.0 (113)	7.50 (117)	26.7 ^a (43)	77.7 (122)	82.0 (128)	79.0 (120)
Females	% n	25.6 (41)	28.0 (44)	25.0 (39)	73.3 ^a (118)	22.3 (35)	18.0 (28)	21.0 (32)
<u>ETHNICITY</u>								
White	% n	81.9 (131)	76.4 (120)	69.9 (109)	73.3 (118)	74.5 (117)	76.9 (120)	73.0 (111)
Black	% n	12.5 (20)	15.9 (25)	15.4 (24)	11.8 (19)	15.3 (24)	11.5 (18)	17.1 (26)
Other	% n	5.6 (9)	7.6 (12)	14.7 (23)	14.9 (24)	9.6 (15)	11.5 (18)	9.9 (15)
TOTAL	n	(160)	(157)	(156)	(161)	(157)	(156)	(152)

Note. The advertisements are listed by sequence number and name in Table 1.

^aFor female-oriented ads, the gender quotas were reversed to 75% female, 25% male.

Table 5

Percentage Distribution of Video Ad Respondents, by Demographic Characteristics (continued)

Demographic Characteristic	Video Advertisement Sequence Number						Final Sample Total	Target Sample %
	8	9	10	11	12	13		
<u>AGE</u>								
16-18	%	29.5	30.9	28.6	29.7	23.6	27.4	31.2
	n	(46)	(46)	(42)	(43)	(34)	(40)	(620)
19-24	%	70.5	69.1	71.4	70.3	76.4	72.6	68.8
	n	(110)	(103)	(105)	(102)	(110)	(106)	(1364)
<u>GENDER</u>								
Males	%	77.6	74.0	75.0	75.3	78.5	75.5	72.3
	n	(121)	(111)	(111)	(110)	(113)	(111)	(1439)
Females	%	22.4	26.0	25.0	24.7	21.5	24.5	27.7
	n	(35)	(39)	(37)	(36)	(31)	(36)	(551)
<u>ETHNICITY</u>								
White	%	76.9	70.7	66.9	61.0	67.4	72.8	72.6
	n	(120)	(106)	(99)	(89)	(97)	(107)	(1444)
Black	%	14.1	17.3	19.6	26.0	20.1	15.0	16.2
	n	(22)	(26)	(29)	(38)	(29)	(22)	(322)
Other	%	8.9	12.0	12.8	13.0	11.8	12.2	11.1
	n	(14)	(18)	(19)	(19)	(17)	(18)	(221)
TOTAL	n	(156)	(150)	(148)	(146)	(144)	(147)	(1992)

Table 6

Percentage Distribution of Print Ad Respondents, by Demographic Characteristics

Demographic Characteristic	%	Print Advertisement Sequence Number						
		1	2	3	4	5	6	7
<u>AGE</u>								
16-18	%	43.2	45.8	39.6	40.9	46.2	45.0	36.2
	n	(67)	(70)	(59)	(61)	(73)	(68)	(55)
19-24	%	56.8	54.2	60.4	54.1	53.8	55.0	63.8
	n	(88)	(83)	(90)	(88)	(85)	(83)	(97)
<u>GENDER</u>								
Males	%	68.8	70.7	76.2	70.7	26.6 ^a	73.5	75.7
	n	(108)	(111)	(115)	(106)	(42)	(111)	(115)
Females	%	31.2	29.3	23.8	29.3	73.4 ^a	26.5	24.3
	n	(49)	(46)	(36)	(44)	(116)	(140)	(37)
<u>ETHNICITY</u>								
White	%	68.1	72.0	75.5	77.3	76.6	74.8	78.3
	n	(107)	(113)	(114)	(116)	(121)	(113)	(119)
Black	%	18.5	13.4	12.6	14.7	13.9	13.9	9.9
	n	(29)	(21)	(19)	(22)	(22)	(21)	(15)
Other	%	13.4	14.6	11.3	8.0	9.5	10.6	11.8
	n	(21)	(23)	(17)	(12)	(15)	(16)	(18)
TOTAL	n	(157)	(157)	(151)	(150)	(158)	(151)	(152)

Note. The advertisements are listed by sequence number and name in Table 1.

^aFor female-oriented ads, the gender quotas were reversed to 75% female, 25% male.

Table 6

Percentage Distribution of Print Ad Respondents, by Demographic Characteristics (continued)

Demographic Characteristic		8	9	10	11	Final Sample Total	Target Sample %
<u>AGE</u>							
16-18	%	37.1	36.6	32.0	31.8	39.5	35
	n	(56)	(53)	(48)	(48)	(658)	
19-24	%	62.9	63.4	68.0	68.2	60.5	65
	n	(95)	(92)	(102)	(103)	(1006)	
<u>GENDER</u>							
Males	%	77.5	75.9	76.3	79.5	69.9	71
	n	(117)	(110)	(116)	(120)	(1171)	
Females	%	22.5	24.1	23.7	20.5	30.1	29
	n	(34)	(35)	(36)	(31)	(504)	
<u>ETHNICITY</u>							
White	%	76.2	77.9	75.7	71.5	74.9	75
	n	(115)	(113)	(115)	(108)	(1254)	
Black	%	13.2	9.7	13.8	13.9	13.4	15
	n	(20)	(14)	(21)	(21)	(225)	
Other	%	10.6	11.7	10.5	13.3	11.4	10
	n	(16)	(17)	(16)	(20)	(191)	
TOTAL	n	(151)	(145)	(152)	(151)	(1675)	

The numbers of respondents in the rows and columns of Tables 5 and 6 (e.g., the 620 16- to 18-year-olds who viewed the video ads, and the 160 respondents who viewed video ad package #1, as shown in Table 5) are large enough to support Z -tests of statistical significance. Cell frequencies (e.g., the 58 16- to 18-year-olds who saw video ad package #1) are not, and thus this report does not test differences in ad-specific message content by demographic characteristics.

Procedures

Pretest

Both versions of the instrument were pretested by a mall-intercept survey firm at Springfield Mall in Springfield, VA. A total of 16 respondents were interviewed. As a result of the pretest, minor changes were made in questionnaire wording, survey format, and administrative procedures. For example, the screening questions were grouped on a separate page so that associates of the interviewers could administer the screeners out in the mall. Only those individuals who both met the sampling requirements and agreed to participate were brought into interviewing stations. The interviewer stapled the screening page to the rest of the questionnaire prior to conducting the interview. In another change, this one intended to strengthen focus on the Army ad, wording was added to give video ad respondents the choice of viewing the 30-second Army ad a third time. Respondents who were shown the print ads were not given this choice since they were already allowed to view the Army ad for as long as they desired.

Fielding

Interviews were conducted between May and September 1987. In order to obtain the required subsample sizes within the time allotted, the Moorestown and Chicago firms fielded at two malls while the Los Angeles firm fielded at three malls.

Prior to the fielding, a member of the Westat-Crossley project team visited each site to train the supervisors and interviewers on the survey content and interview procedures. The training emphasized the purpose of the study, the use of the videotape and print ad binder, the sort-board technique, and the need for close monitoring of respondent characteristics and quota fulfillment. All procedures and materials for both the video and print interviews were explained in detail and demonstrated. Interviewers were asked to conduct practice interviews as part of the training session, and received comments from the project staff. The interviewers were also observed while conducting actual interviews, and additional guidance was provided, as necessary.

Potential respondents were approached if they appeared to meet the age, gender, and ethnicity requirements for that site. Screening questions were administered in the mall corridor. The first question

asked about age. Interviewers were required to hand each potential respondent a card containing four age categories (15 years and under, 16- to 18-, 19- to 24-, and 25 years and older). The respondent was then asked to indicate which age category described him or her. This technique of handing out a card was deliberately chosen as an easy way for interviewers to stop shoppers and initiate the interview.

The next screening questions asked about years of college completed and military service. If respondents answered that they were 16- to 24-years old, had completed less than two years of college, and had never joined or served in any military service, they were considered eligible for the rest of the interview. A question about having ever held a full-time job was inserted between the second and third screening questions to lessen the impact of the military service question and to reduce surmises that the survey might be sponsored by a service branch.

Respondents who fulfilled the screening criteria and agreed to participate in the rest of the interview were taken to the interviewing stations, small rooms in a nearby facility. At this time, respondents were randomly assigned to the video or print test group. They were read a statement that their participation was voluntary and their responses would be assured confidentiality under the Privacy Act of 1974. Respondents were then asked the unaided-intention item taken from the ACOMS youth survey ("What do you think you might be doing for the next few years?") and probed for additional answers.

The interviewers then showed the respondent one ad package. If the package was in video format, the interviewers turned on a video cassette recorder (VCR) machine which displayed a screen saying "Sequence #X", with the X representing 1 to 13 different Army ad packages. The video tape ran through the two 30-second clutter ads, one 30-second Army ad, and then two 30-second clutter ads. The tape was stopped once a screen displaying "Stop" was encountered.

If the tested ad was in print format, respondents were handed a binder opened to a page bearing the same text as the initial video screen, but with the X representing 1 of the 11 print ad packages. Respondents were instructed to page through the binder until a "Stop" page appeared.

Following the presentation of either the video or print ad packages, respondents were asked to name the sponsors of the ads just seen. Responses were recorded verbatim and in order of mention. This question measured unaided recall of sponsorship.

The remaining questions in the interview were specific to the Army ad. The statement, "We don't want to take too much of your time, so we're going to focus on just one ad," was then read by the interviewers. A written instruction asked interviewers to indicate on the questionnaire whether the Army was specifically recalled as the sponsor of an ad. If not, the question, "Do you recall seeing an ad sponsored by the Army?", was asked. This measured aided recall of Army sponsorship. If the Army was recalled, the question was skipped.

Except for those who did not recall the Army as a sponsor even when prompted, respondents were asked about the main message communicated by the ad just seen. A follow-up question probed for additional messages.

After the respondents were told that they would be asked specific questions about the Army ad, the VCR was turned on to show the next segment of tape (which presented the Army ad again) or the print binder pages were turned back to the Army ad. After the second viewing (or optional third for video ads), respondents were handed the attribute sort-board, shown how to use it with a sample card, and handed the 14 cards one at a time to sort.

The final set of questions asked for age in years, highest grade or year of school or college completed, four aided-intention items (attend college, work in civilian job, serve on active duty in the Army, serve in the military), and two ethnicity items (race, whether Hispanic). On the last page of the questionnaire, respondents were read a statement regarding the possibility that a supervisor might call them to verify responses. Their full name and telephone number were then requested. This information was collected on a separate page for two purposes. First, the page could be easily detached from the interview soon after completion and sent to an independent firm for validation that the interview occurred. Second, once the page was removed, the questionnaire became anonymous. Samples of the screener, video and print questionnaires, sort-board, and attribute cards are provided in Appendix B.

Validation

The last page of the questionnaire contained the respondent's name and telephone number. The page was separated from each instrument during the data preparation phase and sorted into piles according to interviewer. Fifteen percent of each interviewer's work was validated by a separate survey firm to make sure the interviews were actually conducted and to monitor the number of rejected interviews per interviewer.

Each respondent selected for validation was telephoned and asked the following five questions:

- (1) Were you recently interviewed in person about advertising? (ANSWER MUST BE YES);
- (2) Are you between 16- and 24-years of age? (ANSWER MUST BE YES);
- (3) Have you completed more than two years of college? (ANSWER MUST BE NO);
- (4) Were you shown a booklet or video or audio tape of an advertisement? (ANSWER MUST BE YES); and

(5) Were you given cards and a sort-board to use to rate possible messages in the Army ad? (ANSWER MUST BE YES).

If the answers to any of these questions differed from the answers given in the parentheses, the interview was considered invalid. Subsequently the interviewer was identified. All interviews conducted by that interviewer were then 100% validated. Only 10 interviews were found to be invalid and were excluded from the data set.

Results

The results from the analyses of message content data are reported in this section. The analyses focus on three main topics: unaided recall of ad sponsorship, attributes conveyed in the Army advertisements, and the main message derived from them. For each topic, the sample distributions are discussed by medium (e.g., to see whether Army sponsorship was more frequently recalled for video or print ads), by ad (e.g., to discover which ads conveyed specific main messages), and by medium and demographic characteristics, (e.g., to test whether men and women perceived specific attributes in video ads at different rates).

The percentage distributions of respondents by medium, and by medium and demographics combined, were tested for statistical significance using the Z -test of differences between proportions. The null hypothesis underlying each Z -test calculation is that the samples of interest are drawn from the same, rather than different populations. The Z -scores are shown in the tables when their value surpassed the level of a two-tailed test using the $p < .05$ level of significance, warranting rejection of the null hypothesis. Otherwise, the notation, n.s., is shown to indicate a difference which is not statistically significant.

Unaided and Aided Recall

Recall of Army ad sponsorship is an important indicator of ad impact. If the Army is not recalled as an ad sponsor, or if sponsorship is attributed to another service branch, the ad cannot serve the purpose of conveying a positive image or important information to potential Army recruits. In the message analysis research, both unaided and aided recall were measured.

Unaided recall was measured by the mention of the Army as a sponsor after respondents were shown the set of five advertisements. Responses to the statement, "Please tell me the names of any of the advertisers or sponsors which you recall of the ads you just saw," were recorded in order of mention. Respondents were coded as having unaided recall if they mentioned the Army by name (as contrasted with the Navy or the military) at any time in their response. Unaided recall of Army ad sponsorship was made by 82.9% of the respondents.

Aided recall is recall of the Army sponsorship after prompting by the interviewer. If mention of Army ad sponsorship is not spontaneous, the interviewer prompted the respondent by asking, "Do you recall seeing an ad sponsored by the Army?" Fifteen percent of the respondents had aided recall in this survey.

Recall by Sponsor and Medium

The first analysis focuses on whether the Army ads stood out from the clutter ads surrounding them. As shown in Table 7, the vast majority of video (86.5%) and print (78.8%) respondents correctly identified the Army as a sponsor. As the Z-scores indicate, unaided recall of the Army video ad is significantly greater than recall of the video clutter ads except for the fourth ad. In addition, unaided recall of the Army print ad was significantly greater than recall of the print clutter ads. Recall of the transportation services ad surpassed all ads, an impact that is not very surprising since the content was new, creative and eye-catching. Overall, the video ads sponsored by the Army were recalled at a rate significantly greater than the Army print ads (86.5% and 78.8%, $Z = 6.18$, $p < .05$).

Recall of the Army as ad sponsor is also interesting when analyzed in terms of the order of presentation. In every ad package, the Army ad was displayed third. If primacy effects were strong for this item, clutter ads #1 should have been recalled most frequently; if recency effects were uppermost, clutter ads #4 should have been correctly identified most often. As shown in Figure 1, both effects appeared present, suggesting that the Army ads had sufficient impact to overcome the advantages given other ads due to their ordering.

Recall by Ad

Recall is higher for some ads, by medium, than for others. The level of unaided recall for specific Army video and print advertisements is presented in Figures 2 and 3. As shown in Figure 2, the four video ads with the highest recall were Alpha Team (with sponsorship recalled by 90.4%), TAC SAT with the female voice-over (90.3%), 9 A.M. (89.8%), and Flight School (89.3%). All four ads contain images relating to flying or working with technologically sophisticated equipment. The ads with the lowest sponsorship recall were Computer Expert (79.5%) and Promises Kept (80.2%). Both ads are quite old and one could argue that their sponsorship has blurred over time, although the converse argument that familiarity should clarify sponsorship seems equally plausible. The conclusion that recall of sponsorship weakens as ads age cannot be simply drawn, however. The 9 A.M. ad is also very old.

Similar conclusions about recall hold for the Army print advertisements as well. As shown in Figure 3, respondents correctly identified the Army as sponsor of the 11 print ads at an average rate of 78.8%. The three print ads producing the highest recall of Army sponsorship were the Black Warrant Officer Flight Training ad (86.8%), The Letter (85.4%), and Hi-Tech Aviation (81.5%). The WOFT and Aviation ads share an emphasis on flying, while The Letter contains

Table 7

Z-scores and Percentages of Video (V) and Print (P) Respondents Recalling (Unaided) the Army Versus Other Sponsors, by Medium and Sponsor

Medium	n	Army	Clutter Ads #1	Clutter Ads #2	Clutter Ads #3	Clutter Ads #4
VIDEO %	(1990)	86.5	78.2	65.8	57.2	89.9
Z-score		6.53	14.76	19.85	-3.25	
PRINT %	(1675)	78.8	72.5	45.0	51.8	75.2
Z-score		4.44	21.15	17.25	2.59	

Note. Z-scores are reported for significant comparisons only (i.e., $p < .05$), and were calculated on the difference between the Army and clutter ads #1, between the Army and clutter ads #2, etc.

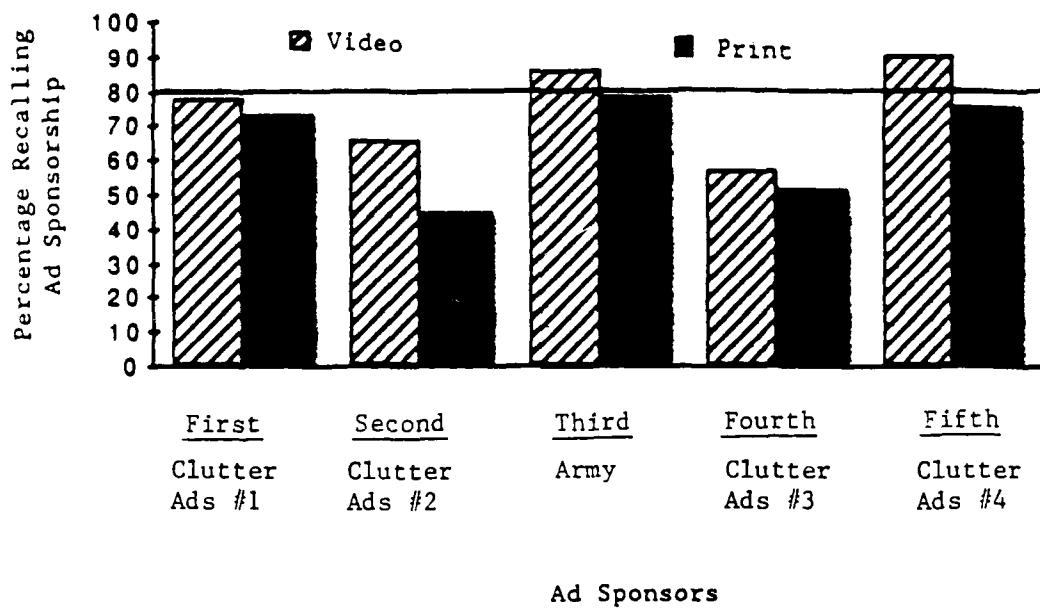
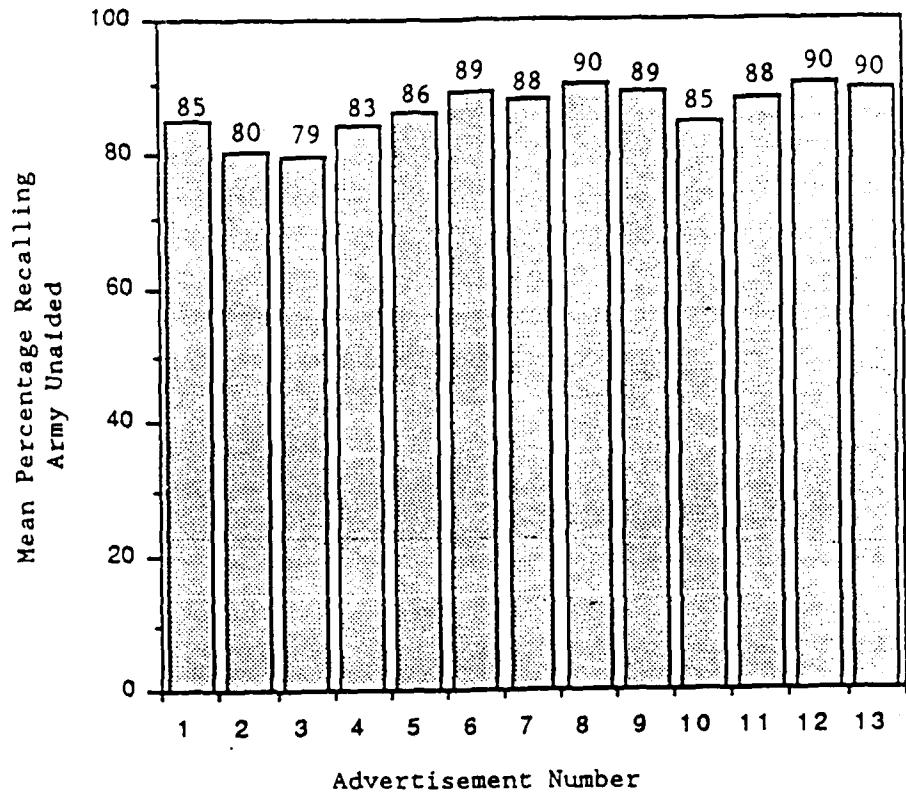
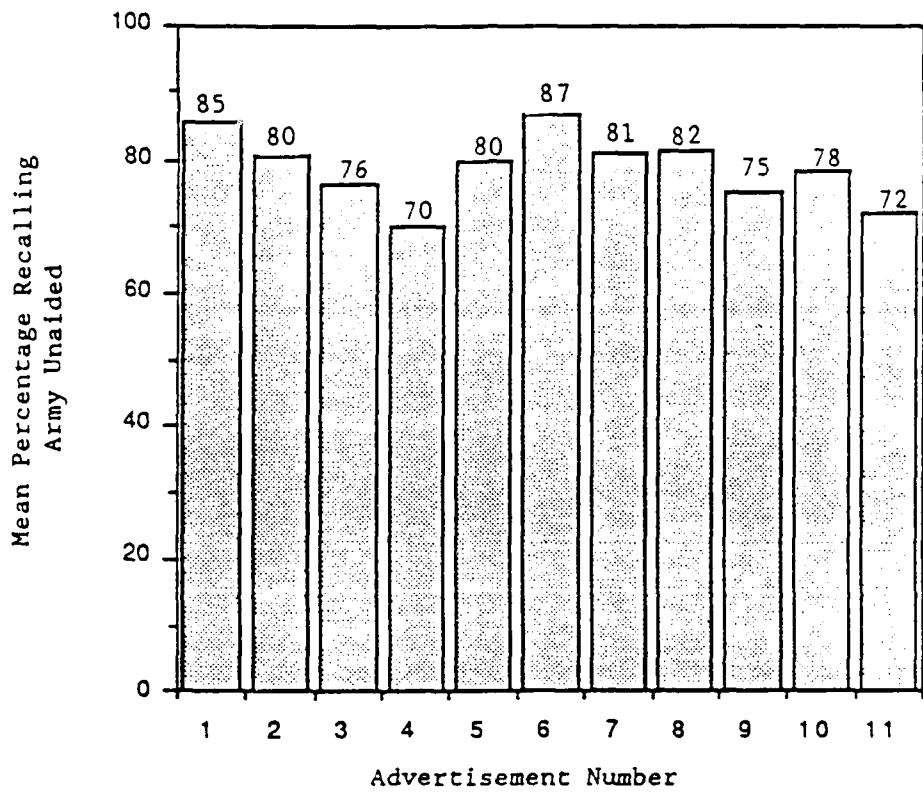


Figure 1. Unaided recall of Army sponsorship by position of ad in package.



Note. The advertisements are listed by sequence number and name in Table 1.

Figure 2. Mean percentage of unaided recall of Army video ad sponsorship.



Note. The advertisements are listed by sequence number and name in Table 1.

Figure 3. Mean percentage of unaided recall of Army print ad sponsorship.

images of group cohesion and the Army's educational benefits. The ads producing the lowest recall were Get Technical (70.0%) and We Were There (72.2%), which did not appear to share a theme that might account for their relative lack of sponsorship impact.

The consistent level of sponsorship recall among print ads is interesting, given the considerable differences in ad format and appearance. We Were There is executed in black and white and contains only the title and identification of General Eisenhower and the troops as text. In contrast, Get Technical is a colorful ad with a large photo of a young man using electronic equipment, a large picture of a document describing the GI Bill and Army College Fund, and substantial text. Recall and ad appearance characteristics may be the topics for future analyses.

Demographic Differences in Recall

The final analysis of unaided recall focuses on possible demographic differences in likelihood of mentioning the Army as an ad sponsor. As reported in Table 8, the 19- to 24-year-old respondents who viewed the video ads were significantly more likely to recall the ads than were the 16- to 18-year-olds (87.5% and 83.7%, $Z = -2.30$, $p < .05$). Army sponsorship was not recalled significantly differently by the two age subgroups of print ad viewers. There was no statistically significant gender difference in unaided recall among video ad respondents. However, males were statistically more likely than females to exhibit unaided recall among print respondents (80.5% and 74.4%, $Z = 2.63$, $p < .05$). Finally, of the six ethnicity group comparisons possible, only the difference between White and Black video ad respondents achieved statistical significance (87.3% and 82.3%, $Z = 2.38$, $p < .05$).

Attributes Perceived in Video and Print Ads

The advertisements tested in the message content analysis were assumed to reflect the 14 communication objectives/attributes specified by the Army during the design phase of the ACMS youth survey. The major empirical questions for the message analysis were the extent to which each objective was communicated by the set of video and print ads, the pattern of specific attributes conveyed by each ad, and whether there were demographic differences in the attributes reported. The wording of the attributes, as shown on the sort-board cards and their corresponding table column/row labels are presented in Appendix C.

The latter question is especially important. If Whites and Blacks perceive different attributes in the same ad, generalizations about the impact of Army advertising will have to take into account these perceptual differences.

The attributes perceived in the Army ad were measured by the sort-board technique. Respondents used the sort-board following the second viewing of the Army ad (and sometimes the third, for video ad respondents). Following the sort of all 14 attribute cards across the

Table 8

Z-scores and Percentages of Respondents Recalling (Unaided) the Army as a Sponsor, by Demographic Characteristics and Medium

Demographic Characteristic		Video	Print
<u>AGE</u>			
16-18	%	83.7	76.9
	n	(620)	(658)
19-24	%	87.5	80.0
	n	(1364)	(1006)
Z-score		-2.30	n.s.
<u>GENDER</u>			
Male	%	87.1	80.5
	n	(1439)	(1171)
Female	%	84.4	74.8
	n	(551)	(504)
Z-score		n.s.	2.63
<u>ETHNICITY</u>			
White	%	87.3	79.1
	n	(1444)	(1254)
Black	%	82.3	76.4
	n	(322)	(225)
Other	%	86.4	79.1
	n	(221)	(191)
Z-score			
White vs. Black		2.38	n.s.
White vs. Other		n.s.	n.s.
Black vs. Other		n.s.	n.s.

Note. Z-scores are reported for significant comparisons only (i.e., $p < .05$); n.s. indicates a nonsignificant comparison.

five response categories, respondents were asked to review each stack of cards and make certain each card was in the appropriate category. The use of the sort-board and instructions to check one's original categorization were designed to force the relative rating of attributes. Many respondents did shift cards when given the opportunity, providing evidence that the sort procedure may have functioned as intended.

As a first step in the analysis of the attribute data, the distribution of responses across the five categories for each attribute were examined. It was important to know whether ratings are skewed or display a reasonable distribution. After determining that respondents did use the full set of five categories and the distributions were generally not skewed, the top two categories of the scale (to a considerable extent and to a great extent) were collapsed. The respondents who used the collapsed category in rating an attribute of a specific advertisement were regarded analytically as having perceived the ad attribute.

Perceived Attributes by Medium

The mean ratings of each attribute by medium are presented in Table 9. The most highly rated attributes in video advertisements are High-Tech Equipment (mean = 66%), Proud Experience (mean = 63%), and Develop Potential (mean = 60%). In contrast, the lowest mean ratings were given to Step Between High School and College (mean = 29%), Civilian Career Development (mean = 29%), and Job Variety (mean = 37%). The Proud Experience attribute is frequently conveyed in print ads (mean = 55%), but it is surpassed by Money for Education (mean = 63%) and Skill Training (mean = 57%). A fuller set of statistics on the attribute mean percents (including the maximum, minimum, range, and standard deviation) are presented in Table 1 in Gaertner & Baxter (1987).

Perceived Attributes by Ad

The mean percentage figures given above provide only a portion of the information available in the attribute data. In addition to knowing the mean rating of an attribute by medium, it is important to understand the attribute profile of individual ads, e.g., whether an ad tends to convey only one or two messages or a large set of them, and whether the attributes an ad conveys are unique or common.

Table 10 shows the attribute ratings for each of the 13 video ads. In order to emphasize the attributes respondents most frequently perceived in specific ads, an arbitrary threshold of 60% was selected. The threshold is analytically useful because it limits the number of data points for interpretation to the strongest 25 percent of those in the full matrix of Table 10. Thus, only those attributes which were rated as present in a specific ad to a considerable or great extent by at least 60% of the respondents who viewed it are reported in the table. The same response threshold was used in the preparation of Table 11 which displays attribute ratings of the 11 print ads. When

Table 9

Z-scores and Mean Percentages of Respondents Perceiving Specific Attributes in Army Ads, by Medium

Medium	n	Job Variety	Physical Challenge	Proud Experience	Step Btwn. HS & Coll.	Leader Skills	Hi-Tech Equipment	Civilian Career
Video	(1990)	37	57	63	29	44	66	29
Print	(1675)	40	51	55	38	41	52	32
Z-score	n.s.	3.63	4.91	-5.77	n.s.	8.60	-1.97	

Demographic Characteristic	n	Self-Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-Workers	Money For Ed.
Video	(1990)	54	60	51	47	58	53	42
Print	(1675)	45	53	44	46	57	45	63
Z-score		5.43	4.26	4.23	n.s.	n.s.	4.83	-12.67

Note: Z-scores are reported for significant comparisons only (i.e., $p < .05$); n.s. indicates a nonsignificant comparison.

Figures represent respondents who reported that any Army ad conveyed the attribute "to a considerable extent" or "to a great extent."

The full attribute wordings are presented in Appendix C.

Table 10
 Percentage of Respondents Perceiving Specific Attributes, by Video Ad
 (Only Percentages $\geq 60\%$ Shown)

Attribute	Video Advertisement Sequence Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Hi-Tech Equipment	61	79	73	85	81	67	82	82	83	83			
Proud Experience	67	71	70	63	62	66	61	68	62	62			67
Develop Potential	70	62		66			60	60	60	60			74
Skill Training	69	73	61				60	60	68	68			75
Physical Challenge				81	79	69		62	62	62			80
Self-Confidence	67	69		75	75								
Hi-Trained Co-Workers	60			62									
Mental Challenge	63												
Mature & responsible													
Leader Skills													
Money for Education	85	87											
Job Variety													
Step Between HS & College													
Civilian Career													
Ad n	(160)	(157)	(155)	(161)	(157)	(156)	(150)	(156)	(150)	(147)	(144)	(144)	(146)

Note: Entries represent percentage of respondents viewing each video ad who reported that the Army ad conveyed each attribute "to a considerable extent" or "to a great extent."

Attributes are presented in descending order of average proportions of respondents viewing video and print ads who reported that the attributes were conveyed "to a considerable extent" or "to a great extent."

The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.

Table 11

Percentage of Respondents Perceiving Specific Attributes, by Print Ad
(Only Percentages $\geq 60\%$ Shown)

Attribute	Print Advertisement Sequence Number										
	1	2	3	4	5	6	7	8	9	10	11
Hi-Tech Equipment	62		77	72	77						
Proud Experience		74	70								64
Develop Potential			64	63							
Skill Training	72		60								
Physical Challenge		61									
Self-Confidence	64										
Hi-Trained Co-Workers			65								
Mental Challenge				61							
Mature & Responsible					61						
Leader Skills						61					
Money for Education	78	87	86	80							
Job Variety					84	78					
Step Between HS & College											
Civilian Career											
Ad II	(157)	(151)	(150)	(157)	(151)	(152)	(145)	(152)	(151)		

Note. Entries represent percentage of respondents viewing each print ad who reported that the Army ad conveyed each attribute "to a considerable extent" or "to a great extent."

Attributes are presented in descending order of average proportions of respondents viewing video and print ads who reported that the attributes were conveyed "to a considerable extent" or "to a great extent."

The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.

applied to Table 11, the threshold allows display of only 12% of the data points. The full matrix of ad-attribute ratings for both media is presented in Tables D-1 and D-2 in Appendix D.

The pattern of attribute ratings shown in Table 10 indicates that the video ads carried an average of four messages, if the 60% threshold is interpreted as the point at which a message is deemed present. Further, 11 of the 13 ads were perceived as emphasizing one attribute considerably more than the others. For example, money for education was the only attribute that met the threshold requirement for The Letter ad (#1), and the attribute was rated as present to a considerable or great extent by 85% of the respondents. The Alpha Team ad (#8), in contrast, had four attributes that surpassed the threshold level, but only one was perceived by more than 70% of the viewers (High-Tech Equipment), which was rated as present by 81%.

A useful analytical distinction can be drawn between attributes which were present at relatively low but significant levels in numerous video ads, and thus constituted the backdrop of advertising in this medium, and the attributes which emerged very strongly in a number of ads, and serve as focal attributes. To be categorized as a backdrop attribute, an attribute had to be present in nearly one-third or more of the ads in a given medium. To be considered focal, an attribute had to be the most highly rated in nearly one-third or more of the ads.

As presented in Table 10 on the video ads, some attributes are background attributes, some are focal, some are both, and some are neither. For example, High-Tech Equipment dominated all other attributes across the 13 video ads. It was the strongest message in over half (8 of 13) of the ads, and its high mean value (mean = 66%) was derived from being perceived in 9 of the ads. It was both a background and focal attribute.

A very different attribute pattern is apparent for the Proud Experience. This attribute, which had the second highest mean value (mean = 63%), was perceived in 10 of the 13 ads, but in none of them was it the strongest message. It functioned only as a background attribute. The same pattern was true for Develop Potential, which had the third highest mean value (mean = 60%).

Analyzed with this distinction in mind, five attributes comprised the backdrop (i.e., were present in nearly one-third of the ads) of the video ad impact: Proud Experience, Develop Potential, Skill Training, Self-Confidence, and Highly Trained Co-Workers. High-Tech Equipment and Physical Challenge functioned as both backdrop and focal attributes. Money for Education was a focal attribute only. The remaining six attributes (Mental Challenge, Mature and Responsible, Leadership Skills, Job Variety, Step Between High School and College, and Civilian Career) were neither backdrop nor focal.

A contrasting pattern is present in the print ads, as shown in Table 11. These ads conveyed an average of one to two messages, not four as the video ads did. The smaller number of messages implies

that the ads were more sharply focused, which is confirmed by the fact that more than half of the ads (6 of 11) had only one attribute that surpassed the 60% threshold level, while that was true for only one of the video ads. Using the same classification rules as for the video ads, the distribution of respondents by ads and attributes presented in Table 11 shows Money for Education as the only backdrop and focal attribute, with High-Tech Equipment the only focal attribute. While Skill Training and Proud Experience were mentioned relatively frequently, the level of their reporting was so low, compared to the level for the video ad attributes, that they are not very important when one looks across the two media. The remaining 12 attributes were rarely reported by at least 60% of the respondents, and thus were not considered as empirically present.

To summarize the attributes analysis, the video advertisements conveyed images and information about more than half of the attributes, with major emphasis on High-Tech Equipment and Physical Challenge which functioned as both focal and backdrop attributes. Five attributes, (High-Tech Equipment, Proud Experience, Develop Potential, Skill Training, and Physical Challenge) served as backdrop. The print ads conveyed far fewer images in either a backdrop or focal role, and only Money for Education and High-Tech Equipment emerge as attributes deserving mention. The absence of other attributes in the print ads is interesting, considering the marketing research dictum that "video ads convey image, print ads convey information." The informational text (or images) regarding Skill Training, Highly-Trained Co-workers and the Army as the place to develop one's potential, for example, apparently did not register strongly with print ad respondents.

Demographic Differences in Perceived Attributes

An important step in the analysis of the attribute data was the search for demographic differences. It is reasonable to expect young women to perceive different messages in a given Army ad than young men. Socialization and career channeling may lead the genders to perceive different messages and to assign different ratings to the messages they agree are present. Ethnic background could also serve as a major determinant of perception. The age variable, given its limited range of years, would be expected to show fewer differences in message perception.

The distribution of video ad respondents across the attributes (that is, summed across the 13 ads) and demographic categories is presented in Table 12. No statistically significant differences were found between the two age categories. In contrast, there were significant gender differences on six attributes, with men more likely than women to perceive each message. There were statistically significant differences among the three ethnicity categories on 10 of the 14 attributes. The largest number of differences were between the perceptions of Whites and Blacks, with Whites perceiving each of 10 attributes more frequently than did Blacks. Whites perceived attributes significantly more often than did respondents in the other

Table 1.7

Z-scores and Percentages of Video Respondents Rating Attributes as Being Conveyed "To a Considerable Extent" or "To a Great Extent," by Demographic Characteristics

Demographic Characteristic	n	Job Variety		Physical Challenge		Proud Experience		Step Btwn. HS & Col.		Leader Skills		Hi-Tech Equipment		Civilian Career	
		Physical	Challenge	Proud	Experience	Step Btwn.	HS & Col.	Leader	Skills	Hi-Tech	Equipment	Civilian	Career		
AGE															
16-18	(620)	62.0	46.0	38.1		69.1		59.1		34.5		70.7			
19-24	(1364)	62.8	42.3	37.1		71.1		55.0		33.5		71.3			
Z-score		n.s.	n.s.	n.s.		n.s.		n.s.		n.s.		n.s.			
GENDER															
Male	(1439)	64.8	44.3	41.5		70.8		57.1		34.5		71.6			
Female	(551)	57.0	41.1	26.6		69.7		53.9		32.2		69.6			
Z-score		3.23	n.s.	6.13		n.s.		n.s.		n.s.		n.s.			
ETHNICITY															
White	(1444)	66.1	44.5	38.7		72.6		60.4		35.2		73.1			
Black	(322)	48.9	39.3	31.8		64.2		42.7		28.1		65.2			
Other	(221)	59.7	42.5	36.7		66.1		49.3		32.6		65.9			
Z-score															
White vs. Black		5.76	n.s.	n.s.		3.02		5.79		2.42		2.82			
White vs. Other		n.s.	n.s.	n.s.		2.01		3.09		n.s.		2.21			
Black vs. Other		2.48	n.s.	n.s.		n.s.		n.s.		n.s.		n.s.			

Note. Z-scores are reported for significant comparisons only (i.e., $p < .05$); n.s. indicates a nonsignificant comparison.

Sample sizes may vary by ± 5 due to missing data.

The full attribute wordings are presented in Appendix C.

Table 12

Z-scores and Percentages of Video Respondents Rating Attributes as Being Conveyed "To a Considerable Extent" or "To a Great Extent," by Demographic Characteristics (continued)

Demographic Characteristic	n	Self-Confidence	Potential	Develop	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-Workers	Money For Ed.
AGE									
16-18	(620)	44.9	41.3	48.8	54.6	40.4	43.9	56.5	
19-24	(1364)	46.5	39.4	49.4	52.8	42.9	47.7	58.3	
Z-score		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	
GENDER									
Male	(1439)	47.9	42.8	50.4	55.5	43.6	47.7	58.7	
Female	(551)	40.7	32.5	46.3	47.8	38.4	43.8	55.0	
Z-score		2.86	4.17	n.s.	3.08	2.12	n.s.	n.s.	
ETHNICITY									
White	(1444)	47.3	40.5	51.2	56.4	44.1	47.8	59.3	
Black	(322)	40.4	35.3	40.3	41.7	32.7	34.3	51.7	
Other	(221)	45.0	43.5	49.6	50.7	42.5	43.9	55.7	
Z-score									
White vs. Black		n.s.	n.s.	3.52	.4.76	3.75	5.03	2.48	
White vs. Other		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	
Black vs. Other		n.s.	n.s.	2.13	2.05	2.33	2.27	n.s.	

ethnicity category for only three attributes. Overall, of the 42 possible ethnicity differences, 18 (or 43%) proved to be statistically significant.

Fewer statistically significant demographic differences are apparent for print ads (Table 13). Only 1 of 14 (Job Variety) age differences was significant. As with the video ads, however, there were many more significant gender differences. For eight of the attributes, males were significantly more likely than females to rate the attributes as being strongly conveyed. For one attribute (High-Tech Equipment), the reverse was true. Further, there were significant ethnicity group differences for 9 of the 14 attributes. The majority of differences stemmed from Whites perceiving attributes more frequently than Blacks.

If the two media are combined, ethnic group differences emerge on 11 of the 14 attributes. This constitutes such a high proportion that it is safe to conclude that the different ethnic groups perceive the same ads differently. Similarly, significant gender differences appeared for 10 of the 14 attributes. These findings suggest that any attempts to generalize perception of attributes in Army advertising across respondents, such as the construction of message weights, must develop differential units of impact that take gender and ethnic identity into consideration.

Comparison with ACOMS Perceptions

The close similarity between the 14 message content analysis attributes and the 14 ACOMS perceptions/intentions items allows comparison of active Army ad messages and perceptions of active Army offers. The two graphs shown in Figures 4 and 5 are both based upon samples of young men 16- to 24-years-old, having no prior military service, and no more than two years of college (the School Year 86/87 Primary Male Analytic Sample from ACOMS, the eligible male portion of the message analysis sample). For a detailed description of the ACOMS perceptions data, see Nieva and Gay (1988).

The graph presented in Figure 4 reveals that the ACOMS perceptions track very closely (Pearson's $r=.78$) with the message analysis attributes summed across media. In other words, youths' general perceptions of Army offers parallel very closely the messages derived from actual Army advertisements. The graph shown in Figure 5 displays separate lines for the video and print ads. As the attribute analysis shows, the video ads conveyed messages emphasizing the Army as offering opportunities to have an experience to be proud of, to work with high-tech equipment, and to develop self-confidence. In contrast, the only message emphasized substantially more by the print ads is Money for Education. The video ads track the ACOMS perceptions somewhat less closely ($r=.73$) than both media combined, and the print ads track even less well ($r=.69$) but still at an impressively high level. The two figures provide important evidence that the perceptions quantified in the ACOMS youth interview do reflect the advertising messages contained in actual ads.

Table 13

Z-scores and Percentages of Print Respondents Rating Attributes as Being Conveyed "To a Considerable Extent" or "To a Great Extent," by Demographic Characteristics

		Job Variety	Physical Challenge	Proud Experience	Step Btwn. HS & Col.	Leader Skills	Hi-Tech Equipment	Civilian Career
<u>AGE</u>								
16-18	(658)	56.5	49.5	44.6	64.0	59.0	48.6	70.5
19-24	(1006)	61.8	48.2	44.4	60.9	58.4	46.9	66.1
Z-score		-2.16	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
<u>GENDER</u>								
Male	(1171)	60.2	50.5	48.4	63.9	60.6	45.7	68.5
Female	(504)	58.7	44.5	35.8	58.1	54.4	52.2	66.7
Z-score		n.s.	2.25	4.76	2.27	2.38	-2.44	n.s.
<u>ETHNICITY</u>								
White	(1254)	62.0	49.8	46.4	63.5	61.9	49.4	69.6
Black	(225)	50.2	44.4	43.1	59.1	45.3	40.9	63.1
Other	(191)	55.5	45.8	34.6	56.3	53.4	42.9	61.9
Z-score								
White vs. Black		3.33	n.s.	n.s.	n.s.	4.66	2.36	n.s.
White vs. Other		n.s.	n.s.	3.06	n.s.	2.24	n.s.	2.13
Black vs. Other		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

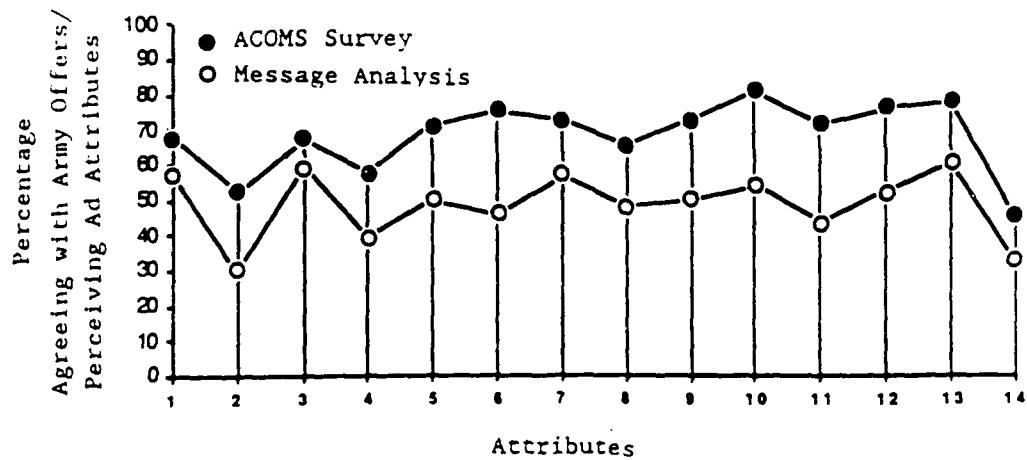
Note. Z-scores are reported for significant comparisons only (i.e., $P < .05$); n.s. indicates a nonsignificant comparison.

Sample sizes may vary by ± 5 due to missing data.

Table 13

Z-scores and Percentages of Print Respondents Rating Attributes as Being Conveyed "To a Considerable Extent" or "To a Great Extent," by Demographic Characteristics (continued)

Demographic Characteristic	n	Self-Confidence	Develop Potential	Mental Challenge	Mature & Responsible	Skill Training	Hi-Trained Co-Workers	Money For Ed.
<u>AGE</u>								
16-18	(658)	54.2	49.8	58.1	53.9	42.6	56.5	38.0
19-24	(1006)	54.6	45.4	54.6	54.2	43.6	54.2	36.9
<u>Z-score</u>		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
<u>GENDER</u>								
Male	(1171)	57.3	48.8	57.4	56.3	45.0	56.4	37.2
Female	(504)	48.2	43.0	52.6	48.7	39.6	51.9	37.3
<u>Z-score</u>		3.41	2.15	n.s.	2.85	2.04	n.s.	n.s.
<u>ETHNICITY</u>								
White	(1254)	55.5	48.3	58.2	55.4	45.4	57.0	39.0
Black	(225)	51.3	40.4	47.1	48.0	34.4	47.1	31.1
Other	(191)	50.8	45.8	52.1	51.6	39.3	50.8	32.5
<u>Z-score</u>								
White vs. Black		n.s.	n.s.	3.08	n.s.	3.07	2.74	2.23
White vs. Other		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Black vs. Other		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.



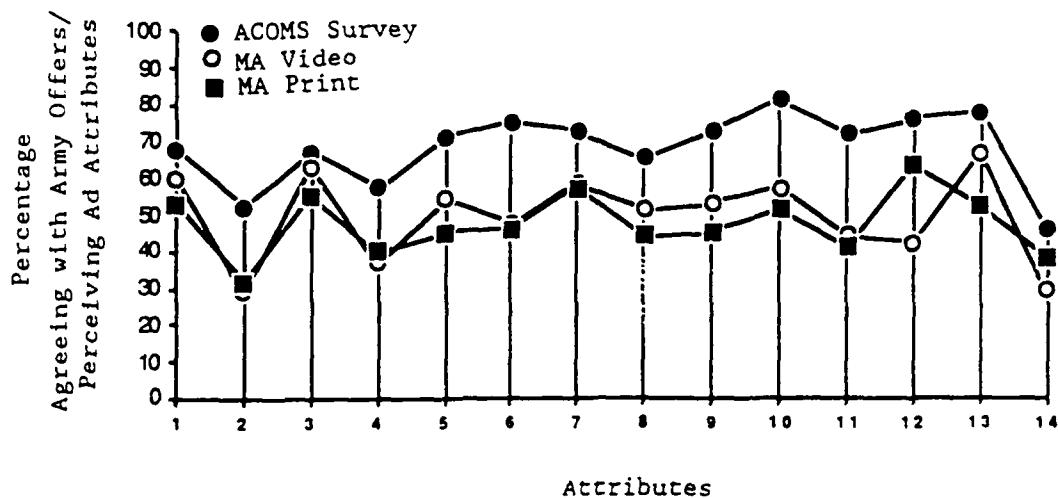
Key:

1. Develop Potential	8. Mental Challenge
2. Civilian Career	9. Hi-Trained Co-Workers
3. Proud Experience	10. Physical Challenge
4. Job Variety	11. Leader Skills
5. Self-Confidence	12. Money for Education
6. Mature and Responsible	13. Hi-Tech Equipment
7. Skill Training	14. Step Btwn HS & College

Note. The ACOMS sample is SY86/87 PMAS perceptions data and the measure is the percentage of youth who agree or strongly agree that the Army offers each opportunity (see Nieva & Gay, 1988). The message analysis sample is for males only and the measure is the percentage of youth perceiving each attribute to a considerable extent or to a great extent.

Pearson's $r = .78$ for the correlation of the perceptions of Army offers measured by ACOMS and the message content measured by the message analysis.

Figure 4. Comparison of ACOMS perceptions of Army offers and ratings of attributes perceived in Army advertisements from message analysis (video and print combined).



Key:

1. Develop Potential	8. Mental Challenge
2. Civilian Career	9. Hi-Trained Co-Workers
3. Proud Experience	10. Physical Challenge
4. Job Variety	11. Leader Skills
5. Self-Confidence	12. Money for Education
6. Mature and Responsible	13. Hi-Tech Equipment
7. Skill Training	14. Step Btwn HS & College

Note. The ACOMS sample is SY86/87 PMAS perceptions data and the measure is the percentage of youth who agree or strongly agree that the Army offers each opportunity (see Nieva & Gay, 1988). The message analysis sample is for males only and the measure is the percentage of youth perceiving each attribute to a considerable extent or to a great extent.

Pearson's $r = .73$ for the correlation of the perceptions of Army offers measured by ACOMS and the message content measured by the message analysis; Pearson's $r = .69$ for the correlation of the perceptions of Army offers measured by ACOMS and the print message content measured by the message analysis.

Figure 5. Comparison of ACOMS perceptions of Army offers and ratings of attributes in Army advertisements from message analysis, by medium.

Main Message

The attributes sorted by the respondents reflected the Army's explicit communication objectives. However, it is also important to know whether other images were being communicated by the advertisements. Before conducting the attribute sort, respondents were asked to specify the main message they derived from their first viewing of the Army ad in the middle of the ad package. The main message response measured the extent to which the attributes summarized the messages conveyed to ad viewers, and served as a means to capture other intended or unintended messages. This is similar to the function of the main message question in the ACOMS youth survey which precedes exploration of specific perceptions of the Army offers.

Responses were initially coded using the 14 attribute categories, plus a residual category for answers not clearly falling in that classification scheme. As coding progressed, it became apparent that a sizable percentage of responses were falling into the residual category, and thus, a set of additional content categories needed to be developed to capture what were termed the fragmented impressions. For the purpose of analysis, the code categories were collapsed into six attribute-based categories, four fragmented impressions categories, and an "other" category.

Main Message by Medium

In Table 14, the percentage distribution of respondents across the 11 main message categories is presented, by medium. Because only the first message was coded as the main message (as distinguished from secondary messages obtained in the follow-up question) the percentages sum to 100% within medium and the percentage in any one category is necessarily small. (The Don't Know category is omitted from all tables, but 2.0% of the video ad respondents and 4.7% of the print ad respondents were coded in this category.) This analysis is based on main messages only; an examination of the distribution of secondary messages showed them mirroring the main message distribution quite closely.

Self-Development (26.6%) and Money/Education Benefits (15.4%) were the two most frequently mentioned messages perceived by video ad respondents. These are two of the categories developed from the attributes. Adventure/Excitement was a fragmented impression mentioned by 9.4% of the respondents, and 5.1% described some feature of the ad. Miscellaneous positive comments about the Army were made by 5.1% of the respondents; negative comments were offered by less than 1%. The other category, with 12.6% was also relatively large, but it was used to collect a wide variety of messages.

Several interesting contrasts with the attributes emerge. Two important background attributes of the Army video ads, Proud Experience and High-Tech Equipment, were much less frequently mentioned as the main message. This suggests that images surrounding these concepts of patriotism and technology become more salient after respondents viewed the Army ad a second or third time. Messages

Table 1-

Z-scores and Percentage Distribution of Respondents Across Main Message Categories, by Medium

Medium	n	Attribute-Based Categories					
		Service	Challenge	Job/Career Development	Hi-Tech Equipment	Self-Development	Money-Ed. Benefits
Video	(1990)	2.7	3.0	11.1	2.8	26.6	15.4
Print	(1675)	3.5	0.7	6.0	0.5	18.6	32.8
Z-score		n.s.	5.17	5.44	5.29	5.74	-12.40

Medium	n	Fragmented Impressions				
		Adventure/Excitement	Description of Ad	Positive Miscellaneous	Negative Miscellaneous	Other
Video	(1990)	9.4	7.3	5.1	0.4	12.6
Print	(1675)	4.2	11.2	3.2	0.8	8.4
Z-score		6.14	-4.09	2.85	n.s.	4.10

Note. Z-scores are reported for significant comparisons differences only (i.e., $p < .05$); n.s. indicates a nonsignificant comparison.

The full attribute wordings are presented in Appendix C.

regarding opportunities to develop one's potential and self-confidence (categorized in the main message code under self-development) were emphasized in both the main message and attributes. Money for Education, a focal attribute in two video advertisements, was mentioned quite frequently as a main message but was not rated very highly as an attribute in more than the two ads. Perhaps respondents knew from advertising seen outside the message analysis research that the Army offers the GI Bill and Army College Fund. When the specific ad to which they were assigned was shown a second time, they realized that the Money for Education theme was less prominent than they originally reported.

The perceptions of main messages by print ad respondents was quite similar to video ad respondents, but the rank order was reversed. Print respondents mentioned Money/Education Benefits most frequently (32.8%), followed by Self-Development (18.6%). Descriptive comments regarding the ads were offered relatively frequently (11.2%). The theme of Education/ Money Benefits found so prominent in the attribute-sort received additional support from this analysis.

As the Z-scores at the bottom of Table 14 indicate, there were statistically significant differences between the media for 9 of the 11 categories. Most of the differences were due to more frequent mention of messages by respondents who viewed video ads than by those who read print ads. Thus, video ad respondents were significantly more likely to perceive messages focused on Challenge, Job/Career Development, High-Tech Equipment, Self-Development, Adventure/Excitement, and to give Positive Miscellaneous comments. Only the message of Money-Education Benefits and descriptive comments were given significantly more often by print ad respondents. Very low percentages of respondents in either medium reported messages concerning service or offered negative miscellaneous comments. The findings of greater message content in the video ads is consistent with the figures in Table 9, which show higher mean percentages of perception for the video than print ads on 10 of the 14 attributes.

Main Message by Ad

The main messages communicated by each ad are presented in Table 15 for the video ads, and in Table 16 for the print ads. Because the percentage distributions sum to 100% and 11 categories are displayed, a threshold level of 5% was deemed appropriate for display purposes. Empty table cells thus indicate that a category was mentioned by less than 5% of the respondents viewing the given ads.

Self-Development was the main message most frequently mentioned by video ad respondents. As shown in Table 15, the dominance of the message is due to the fact that each of the 13 ads was perceived as having conveyed it. Three ads, Visibility Poor (#4), Lightfighter (#7), and 9 A.M. (#13) each conveyed the message to 37% of the respondents. In contrast, the high level of mention of the Money/Education Benefits message is attributable to its perception by the vast majority of respondents who viewed only two ads, The Letter (#1) and

Table 15

Percentage of Respondents Reporting Each Main Message Theme, by Video Ad.
(Only Percentages $\geq 5\%$ Shown)

Main Theme	Video Advertisement Sequence Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Service	7												
Challenge			9		9								5
Job/Career Development	5	35	15	10	8	5	5	11	14	9	16	7	
Self-Development	11	10	19	37	34	26	37	17	37	30	29	25	37
Hi-Tech Equipment			7		8					5		6	
Money/Education Benefits	68	69	17					7	5	6	8		
<u>FRAGMENTED IMPRESSIONS</u>													
Adventure/Excitement	9	13	18	21	11	7	10	12	8	10			
Descriptive		6	13		6	11	9	10	7	7	18		
Positive Miscellaneous	6		7	6	9	6			6	7	7	5	
Negative Miscellaneous													
Other	6	7	6	12	10	8	11	44	13	13	11	15	9
Ad n		(160)	(157)	(161)	(157)	(156)	(152)	(156)	(150)	(148)	(146)	(144)	(147)

Note. The advertisements are listed by sequence number and name in Table 1.

Table 16

Percentage of Respondents Reporting Each Main Message Theme, by Print Ad
(Only Percentages $\geq 5\%$ Shown)

Main Theme	Print Advertisement Sequence Number										
	1	2	3	4	5	6	7	8	9	10	11
Service					5					5	12
Challenge											
Job/Career Development				11		7	11	12			
Self-Development	8	13	18	9	34	24	26	37	7	19	10
Hi-Tech Equipment											
Money/Education Benefits	64	55	54	55	6		9		71	36	7
<u>FRAGMENTED IMPRESSIONS</u>											
Adventure/Excitement						15	11			5	
Descriptive	5					22	16	15	15	5	36
Positive Miscellaneous					6	5				5	
Negative Miscellaneous											
Other	8	8	9	8	14	8	7		11	11	
Ad 11	(157)	(151)	(150)	(158)	(151)	(152)	(151)	(145)	(152)	(151)	

Note. The advertisements are listed by sequence number and name in Table 1.

Promises Kept (#2). It was mentioned by at least 5% of the respondents for only five other ads. For 10 of the 12 ads with main messages falling in the Job/Career Development and Self-Development categories, the Self-Development percentages were at least twice as large as those for Job/Career Development. The percentage of respondents mentioning Job/Career Development was approximately twice as large as the percentage for Self-Development for Promises Kept (#2).

The fragmented impressions categorized as Adventure/Excitement were also mentioned for a large proportion (10 of 13) of ads. The Lightfighter ad (#7) generated the highest proportion of mentions (21%) in this category. Descriptive comments about an ad (e.g., "It showed helicopters," "It showed Army life as it really is,") were given for eight ads. The 9 A.M. (#13) and Apache (#6) ads were especially likely to generate descriptive comments as the main message. Miscellaneous positive comments were made regarding nine ads; negative comments were offered by less than 5% of the respondents viewing each ad and thus are not shown in Table 15.

In the print ads, the perception that Money/Education Benefits was conveyed by specific ads (which led to the categorization of money for education as a focal attribute earlier) was referenced by data illustrated in Table 16. As the table shows, the message was reported by the majority of respondents who viewed 6 of the 11 print ads. The Letter (#1) and the College Prep-Black GI Bill (#9) ads were especially likely to be perceived as conveying the message (64% and 71%, respectively). Money/Education Benefits was also reported by large percentages who viewed Promises Kept in both its two-year (#2) and four-year (#3) versions, by Get Technical (#4), and by 2+2+2 (#10). In contrast, the message was reported by less than 10% of the respondents who viewed the remaining five print ads.

The reporting of Self-Development themes as the main message in every video ad was repeated for the print ads. The Father-Daughter (#5) and Hi-Tech Aviation (#8) ads were especially likely to be perceived as conveying Self-Development messages (34% and 37%, respectively). Fragmented impressions focusing on adventure and excitement were disproportionately fewer for the print than video ads, mentioned for only three ads. Descriptive comments, reported for seven ads, were about as frequent. The Father-Daughter (#5) and We Were There (#11) ads most frequently drew descriptive comments as the main message (e.g., "the father feels so proud of his daughter," "a general talks personally with his troops"). Finally, miscellaneous positive comments were given as the main message for three ads, and negative comments continued to be too infrequent to warrant display in the table.

In conclusion, the analysis of main message data suggests that the 14 communication objectives/attributes did capture the vast majority of messages attributed to the Army ads. The message themes of Self-Development (which combined the attributes of Proud Experience and Develop Potential), and Money/Education Benefits were the most frequently mentioned by both video and print ad viewers.

The data also suggest, however, that one (or more) attributes concerning adventure and excitement could be added. In fact, these themes were considered for inclusion in the list of active Army communications objectives in the early design phase of the ACOMS project but were not added. The frequency of their mention in the message analysis research should be remembered during discussions about the exhaustiveness of the current objectives.

Finally, the frequency of miscellaneous positive comments, and the absence of negative comments, is reassuring regarding the content (visual images and text) of the ads. The percentage of respondents offering descriptive comments as the main message also suggests that ad content is closely attended to by viewers.

Main messages were not analyzed by demographic variables because sample sizes were too small, given the number of main message categories developed.

Conclusions

Several interesting findings emerged from the study which have implications for the Army's advertising strategy and future research agenda. The ads clearly had impact on the respondents, as measured by the recall of sponsorship. It is not clear, however, whether the high rate of recall was due primarily to the immediate exposure to the ad or to prior exposure outside the interview setting. That is, the fact that the ads used were part of the Army's advertising campaign at the time of the study may have increased recall beyond what it would have been if the ads were new. An analysis which compared the impact of new versus old ads would be informative.

The overall differences between video and print advertisements were surprising. The fact that the video ads averaged four messages each, and the print ads only one to two, seems counter to the marketing research maxim that video ads convey image, print ads convey information. It may well be that the major messages communicated by the video ads collectively--that the Army offers opportunities to have experience to be proud of, to develop one's potential and to work with highly technical equipment--are in fact based on the images in the ads rather than information in the narrator's text. The video ads also surpassed the print ads in the number of attributes perceived by at least 60 percent of the respondents. Seven of the 14 attributes served as focal, backdrop, or both types of attributes in the video advertisements, while only 2 did for the print ads.

If a good advertisement is considered to be one that communicates a variety of messages to a large percentage of viewers, then the video ads can be said to be better than the print ads. If a good advertisement is, alternatively, one which communicates the messages intended, judgment about one medium surpassing the other can only be made by the Army. The project staff were intentionally not informed of the messages intended to be conveyed by each ad. It is hoped that the Army will conduct this comparative analysis.

More differences were found between demographic subgroups of respondents than anticipated, especially regarding the messages perceived. There were statistically significant differences by ethnicity (for 11 of the 14 attributes) and by gender (for 10 of the 14), but not by age (for only 1 of the 14) when the video and print ads are combined. Generally, Whites and males were more likely to perceive a message in an advertisement than were Blacks and Others and females. If the intent of the ads collectively is to have equal impact on all ethnic and gender subgroups, the effort is not successful.

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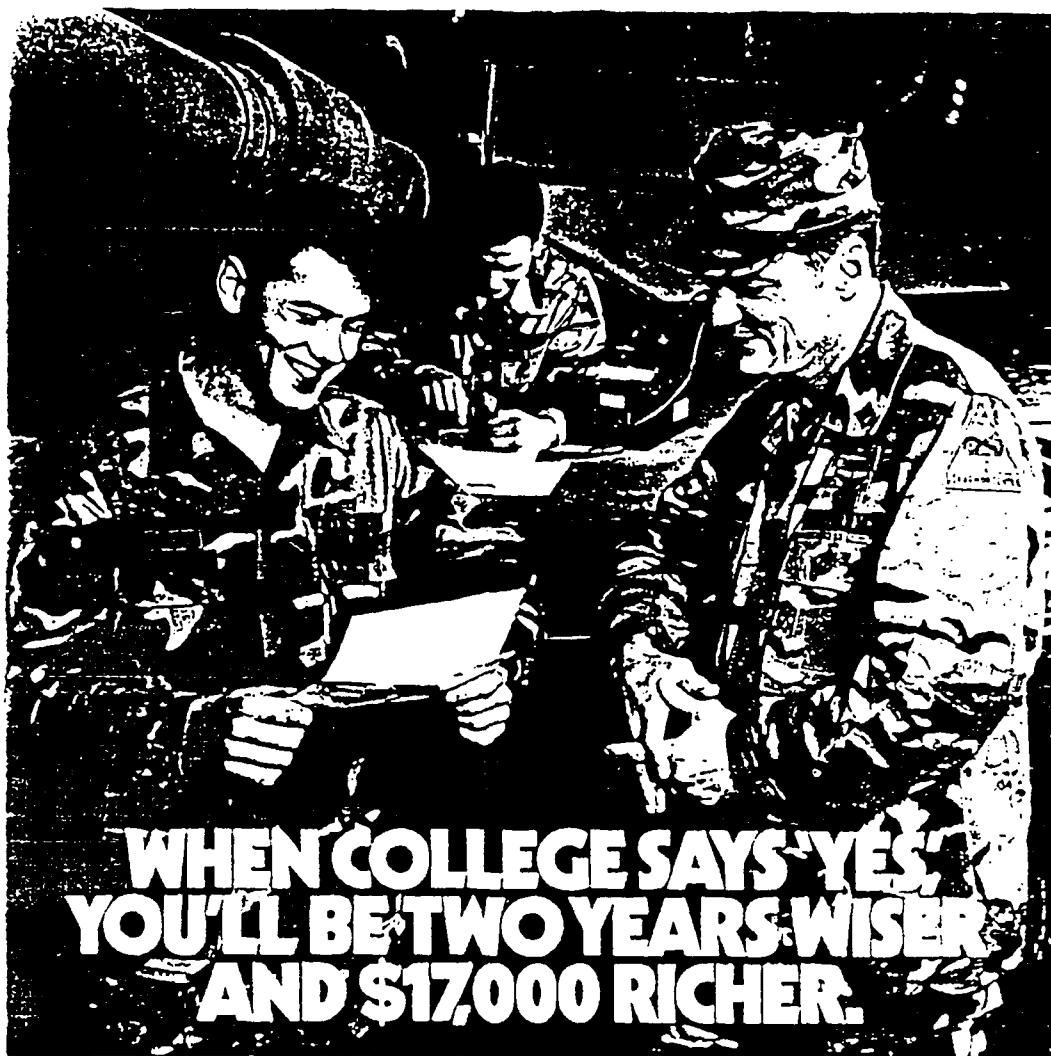
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APPENDIX A

The 11 Army Print Ads

1. "The Letter"



**WHEN COLLEGE SAYS YES,
YOU'LL BE TWO YEARS WISER
AND \$17,000 RICHER.**

If you're interested in college but wondering how you'll pay for it, the Army's special Two-Year Enlistment might be your answer.

Because, if you qualify, The G.I. Bill Plus The Army College Fund lets you put away up to \$17,000 to pay for college, with just a two-year enlistment.

You can qualify for training in a long list of exciting career fields like mechanics and communications. Challenging fields which build confidence and self-esteem. And while you're growing, your money grows, too. Save \$100 a month from your paycheck for just 12 months, and the Army will send you home with the full \$17,000 for college.

The Army's special Two-Year Enlistment. Money for college. Experience for life.

For more information, call, toll free, 1-800-USA-ARMY. Or see your local Army Recruiter.

**THE G.I. BILL PLUS THE ARMY COLLEGE FUND.
ARMY. BE ALL YOU CAN BE.**

2. "Promises Kept" (2 Years)



JOINING THE ARMY MAY BE THE SMARTEST THING YOU CAN DO FOR YOUR COLLEGE EDUCATION.

With the G.I. Bill Plus the Army College Fund, you can earn \$17,000 for college, with the Army's special Two-Year Enlistment.

Here's how:

You contribute \$100 a month towards your education for the first twelve months. Then the government contributes up to \$7,800 from the G.I. Bill, and an additional \$8,000 from the Army College Fund. That adds up to \$17,000.

Of course, how much you earn depends on how long you serve and which specialty you qualify for and enlist for.

But you'll get a lot more out of your enlistment than the money you can earn for college.

You'll have a chance to travel. To meet new people. To get yourself into the best physical shape you've ever been in.

Most important, you'll have an opportunity to learn a lot about the world, and yourself, before you get to college.

For information about the Army's special Two-Year Enlistment, visit your Army Recruiter. Or call, toll free, 1-800-USA-ARMY.

ARMY. BE ALL YOU CAN BE.

3. "Promises Kept" (4 Years)



JOINING THE ARMY MAY BE THE SMARTEST THING YOU CAN DO FOR YOUR COLLEGE EDUCATION.

With the GI Bill Plus the Army College Fund, you can earn up to \$25,200 for college while you serve. Here's how:

THE GI BILL PLUS THE ARMY COLLEGE FUND

YEARS	GI BILL	THE GI BILL PLUS THE ACF
2	\$ 9,000	\$17,000
3	\$10,800	\$22,800
4	\$10,800	\$25,200

You contribute \$100 a month towards your education for the first twelve months. Then the government contributes up to \$9,600 from the GI Bill, and an additional \$14,400 from the Army College Fund. That adds up to \$25,200 for a four-year enlistment.

Of course, how much you earn depends on how long you serve and which specialty you qualify and enlist for.

But you'll get a lot more out of your enlistment than the money you can earn for college. You'll have a chance to travel. To meet new people. To get yourself into the best physical shape you've ever been in. And, most important, you'll have an opportunity to learn a lot about the world, and yourself, before you get to college.

If you'd like to learn more about the GI Bill Plus the Army College Fund, visit your local Army Recruiter. Or call, toll free, 1-800-USA-ARMY.

ARMY BE ALL YOU CAN BE.

4. "Get Technical"



Even if college isn't for you,
the G.I. Bill Plus the Army College
Fund can be.

You may earn \$17,388 for your
Voc-Tech schooling with the Army's
special "Pay as You Learn" Option. Or
\$25,200 if you serve four years.

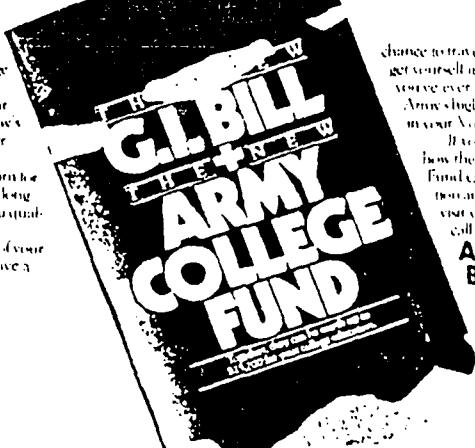
Of course, how much you earn for
your schooling depends on how long
you serve and which specialty you qualify
for in the Army.

But you'll get a lot more out of your
education in money. You'll have a

chance to travel. To meet new people. To
get yourself into the best physical shape
you've ever been in. And you'll get the
Army's high-tech training that will qualify
you for your Voc-Tech major and your career.

If you'd like to know more about
how the G.I. Bill Plus the Army College
Fund can help pay for your education
at an accredited IV, Technical
and vocational Army Reserve College,
call toll-free 1-800-USA-ARMY.

ARMY.
BE ALL YOU CAN BE.



**IF YOU WANT TO GET TECHNICAL
IT ISN'T ONLY FOR COLLEGE.**

5. "Father-Daughter"

"Sure, I was proud when she graduated from high school. But there's no comparison to how I felt when she graduated from Basic Training."

- Roger Bramson

"Gale was wondering what my reaction would be when she got home from the Recruiters. I was elated. I knew she wasn't planning on college, and her job wasn't challenging enough. She's a much happier Gale now."

"When I came in, I couldn't do one push-up. I thought maybe I'd hate basic, be miserable, want to go home. I just took everything as it came. Like when you confront an obstacle. You just grab it and face it head on. I feel like the Army's a path laid out in front of me. All I've got to do is do my best."

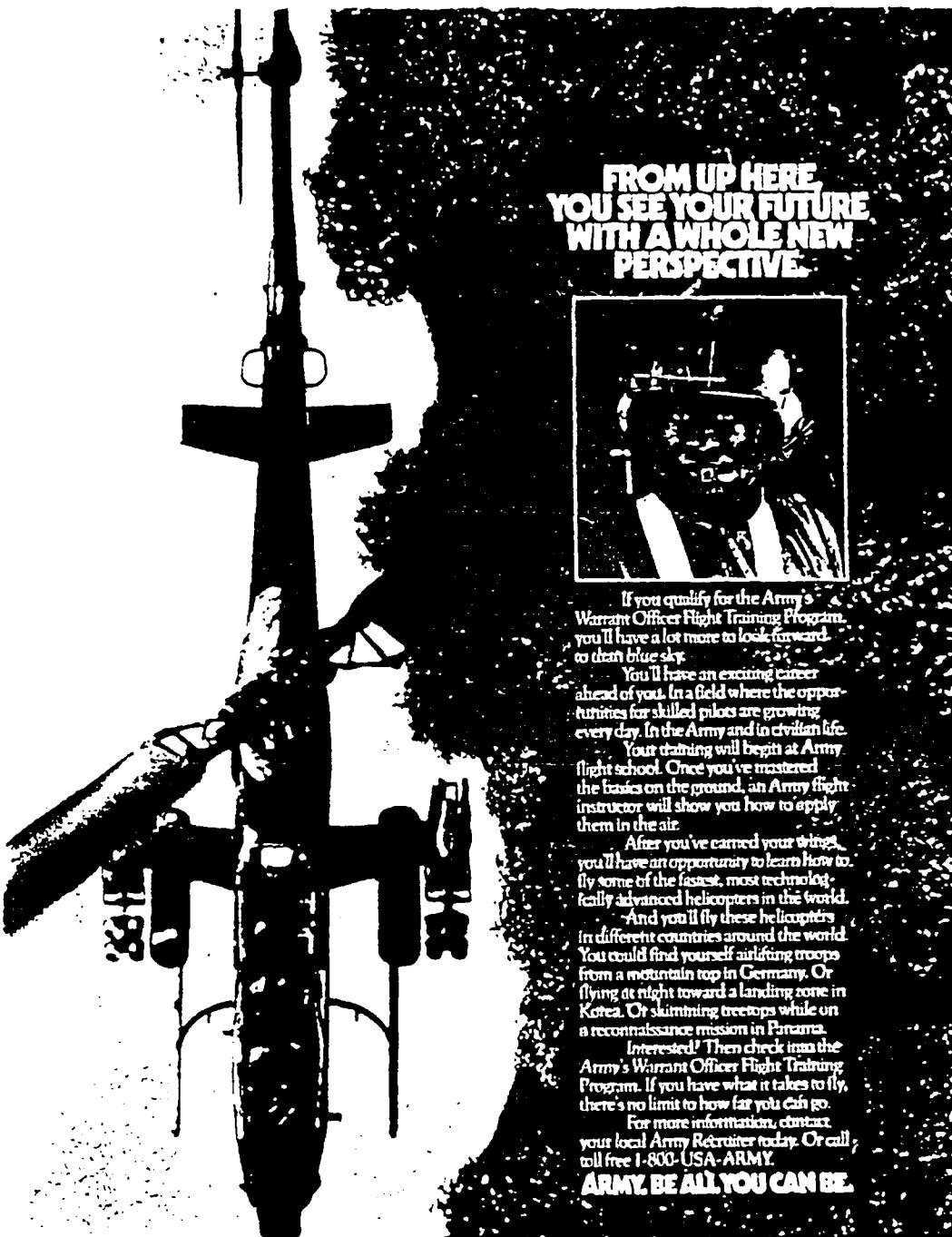
"For the first time in my life, I think, I had a little tear run down my cheek during the ceremony. This was something Gale did on her own, she really earned it."

Could the Army be the right path for your future? Talk to your local Army Recruiter or call 1-800-USA-ARMY.

**ARMY.
BE ALL YOU CAN BE.**



6. "Black WOFT"



**FROM UP HERE,
YOU SEE YOUR FUTURE
WITH A WHOLE NEW
PERSPECTIVE.**

If you qualify for the Army's Warrant Officer Flight Training Program, you'll have a lot more to look forward to than blue sky.

You'll have an exciting career ahead of you. In a field where the opportunities for skilled pilots are growing every day. In the Army and in civilian life.

Your training will begin at Army flight school. Once you've mastered the basics on the ground, an Army flight instructor will show you how to apply them in the air.

After you've earned your wings, you'll have an opportunity to learn how to fly some of the fastest, most technologically advanced helicopters in the world.

And you'll fly these helicopters in different countries around the world. You could find yourself airlifting troops from a mountain top in Germany. Or flying at night toward a landing zone in Korea. Or skimming treetops while on a reconnaissance mission in Panama.

Interested? Then check into the Army's Warrant Officer Flight Training Program. If you have what it takes to fly, there's no limit to how far you can go.

For more information, contact your local Army Recruiter today. Or call toll free 1-800-USA-ARMY.

ARMY. BE ALL YOU CAN BE.

7. "Hispanic WOFT"



**IF YOU HAVE WHAT IT TAKES TO FLY,
WE'LL HELP YOU EARN YOUR WINGS.**

In the Army's Warrant Officer Flight Training Program, we'll train you to fly from the ground up. It all begins at Army flight school, where you'll learn take-off, in-flight and landing techniques. Once you've mastered the basics on the ground, an Army flight instructor will show you how to apply them in the air. Before long, you'll be ready for your first solo flight. That's when things really take off. We'll teach you to hide a 10,000-pound helicopter behind a tree as gracefully as a hummingbird. You'll learn how to fly through total darkness to sneak up on a target. And how to skim treetops at 100 MPH. But the desire to fly is only part of what it takes to earn your wings. It also takes discipline, self-confidence and the ability to perform under pressure. Three things every Army pilot needs. Check into the Army's Warrant Officer Flight Training Program. If you qualify, your future could end up exactly where you want it - in the air. For more information, contact your local Army Recruiter today. Or call toll free 1-800-USA-ARMY.



**ARMY.
BE ALL YOU CAN BE.**

KEEPING A HIGH-TECH HELICOPTER IN THE AIR STARTS ON THE GROUND.

Every Army helicopter is thoroughly inspected by a small army of highly trained specialists.

Avionics technicians test thermal imaging sights to make sure they turn night into day.

Systems engineers check laser rangefinders to see if they're on target.

Crew chiefs and mechanics inspect every engine and transmission.

With over 8,000 men in Army

train in dozens of skills. Some of these specialties offer a young man or woman the opportunity to fly as part of the crew.

So if you're interested in learning a skill that could lead to a high-flying career, check into Army Aviation.

For more information, contact your local recruiter or call 1-800-USA-ARMY.

ARMY BEHIND C-141



COLLEGE PREPARATION THAT PAYS OFF IN MORE WAYS THAN ONE!

THE NEW G.I. BILL PLUS THE NEW ARMY
COLLEGE FUND CAN BE WORTH UP TO \$25,200
TOWARD YOUR COLLEGE EDUCATION.

YOU'LL GET FINANCIAL ASSISTANCE.

If you have plans for college, the New G.I. Bill Plus the New Army College Fund can change the way you plan to pay for it. And if you haven't planned on college before, or if things they could change your mind completely.

As long as you qualify, you begin by continuing your education - \$4,000 a month for the first full 12 months of your enlistment. Then, if you're 50% disabled, up to \$5,000. That's the New G.I. Bill. And it's available for the New Army College Fund, so you can accumulate up to \$14,400 more!

Of course, how much you save depends on how long you serve and the specialty you qualify for. There are over 80 specialties that allow you to benefit from both programs. For maximum returns, see the chart.

YOU'LL DEVELOP PHYSICALLY.

The rewards of the Army experience go far beyond money.

The Army has a physical training program that will help you get into the best shape of your life. You'll learn what your body can really do along with that you'll learn self discipline, discipline, team work and pride.

So aside from serving your country, you'll be serving yourself. And when you go to college, you'll be able to get the most out of it.

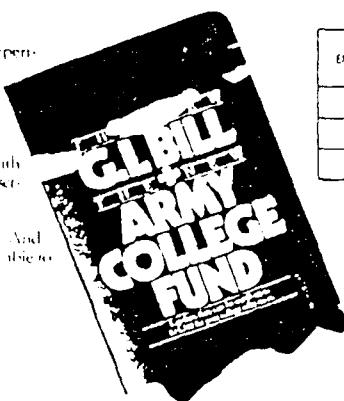


YOU'LL MATURE MENTALLY.

As a soldier, you'll have the chance to travel, meet other young people from many different backgrounds, and live in foreign countries.

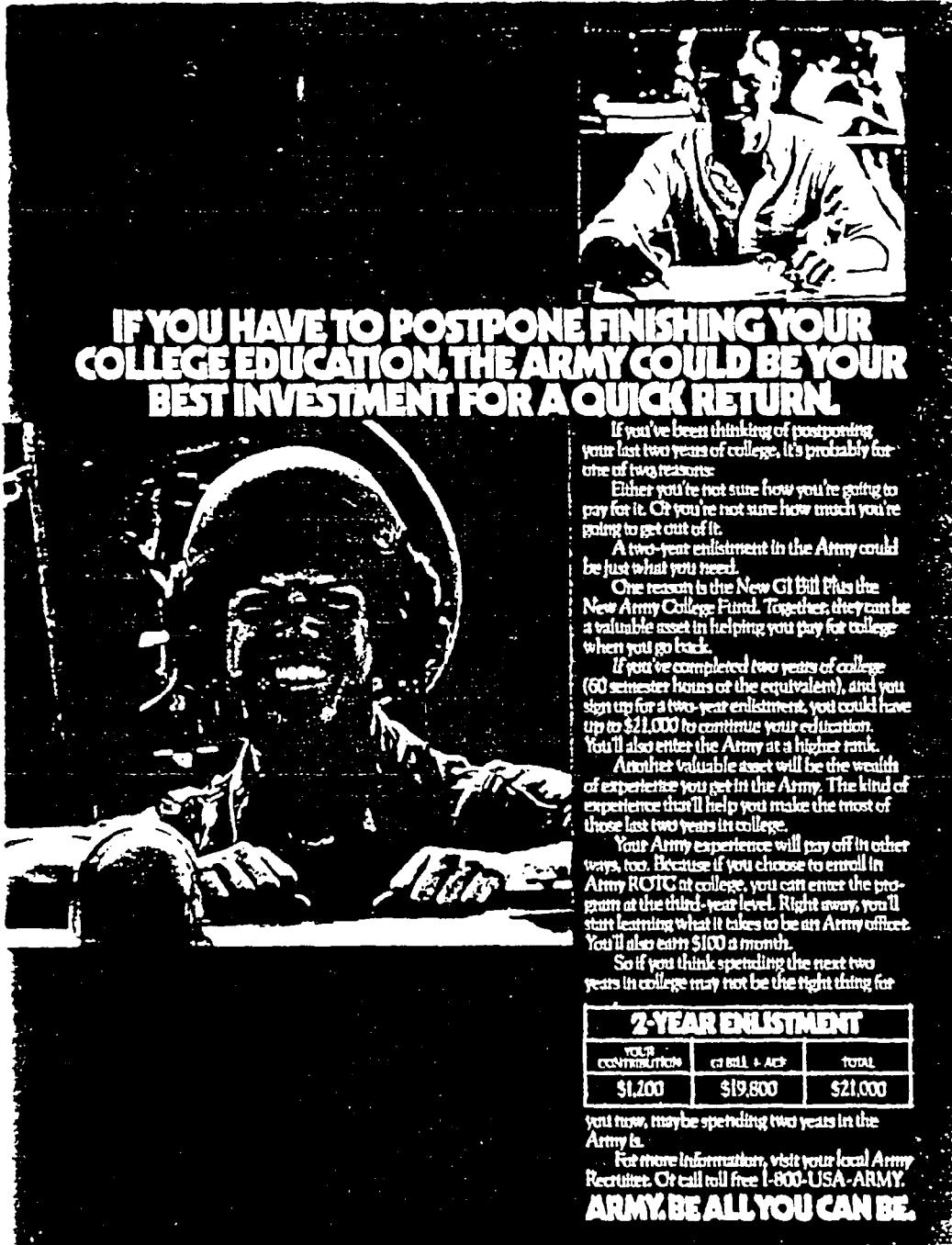
With these new experiences, you'll develop a sense of your own strengths and ways to direct them toward learning new places and working with others. You'll build confidence in yourself and what you can accomplish. See the chart, "Serving in the Army," for an investment that's sure to pay off. Your commitment and hard work will help you earn more money for your college education.

And you'll gain experience beyond a price. To learn more about your opportunities in serving the Army, visit your local recruiter today. Or call toll free 1-800-USA-ARMY.



ENLISTMENT	THE NEW G.I. BILL	THE NEW GI BILL PLUS THE NEW ARMY COLLEGE FUND
2 years	\$9,600	\$17,400
3 years	\$10,800	\$22,800
4 years	\$10,800	\$25,200

**ARMY.
BE ALL YOU CAN BE.**



IF YOU HAVE TO POSTPONE FINISHING YOUR COLLEGE EDUCATION, THE ARMY COULD BE YOUR BEST INVESTMENT FOR A QUICK RETURN.

If you've been thinking of postponing your last two years of college, it's probably for one of two reasons:

Either you're not sure how you're going to pay for it. Or you're not sure how much you're going to get out of it.

A two-year enlistment in the Army could be just what you need.

One reason is the New GI Bill Plus the New Army College Fund. Together, they can be a valuable asset in helping you pay for college when you go back.

If you've completed two years of college (60 semester hours or the equivalent), and you sign up for a two-year enlistment, you could have up to \$21,000 to continue your education. You'll also enter the Army at a higher rank.

Another valuable asset will be the wealth of experience you get in the Army. The kind of experience that'll help you make the most of those last two years in college.

Your Army experience will pay off in other ways, too. Because if you choose to enroll in Army ROTC at college, you can enter the program at the third-year level. Right away, you'll start learning what it takes to be an Army officer. You'll also earn \$100 a month.

So if you think spending the next two years in college may not be the right thing for

2-YEAR ENLISTMENT		
YOUR COMMITMENT	GI BILL + ACK	TOTAL
\$1,200	\$19,800	\$21,000

you now, maybe spending two years in the Army is.

For more information, visit your local Army Recruiter. Or call toll free 1-800-USA-ARMY.

ARMY. BE ALL YOU CAN BE.

WE WERE THERE...



Army General Dwight D. Eisenhower
talks with troops of the 101st Airborne Division
on the eve of D-Day (June 5, 1944).

APPENDIX B

Samples of Interview Materials

This appendix contains the following samples of interview materials:

- (1) Screener,
- (2) Video version of the questionnaire,
- (3) Print version of the questionnaire, and
- (4) Sort Board and attribute cards.

The screener was printed on white paper, the video questionnaire on yellow paper, and the print questionnaire on green paper. The attribute cards were 2-1/2" x 1'3/4", and the sort board was 8-1/2" x 14".

MESSAGE ANALYSIS SCREENER

Screener

INTERVIEWER: _____	ID # _____
Mall: _____	Date: _____ Month Day
Sex of Respondent: Male..... 1 Female.... 2	

INTRODUCTION: Hello. I'm _____ from _____, a marketing research company, and we are conducting a survey today regarding advertising. We are interested in how young adults like certain commercials. First, I have several questions to see if you fit with the sample we are interviewing today.

(HAND RESPONDENT CARD)

1. Which age category are you in:
 (TALLY: 1 2 3 4 5 6 7 8 9 10)

[15 years and under....(TERMINATE) ... 1 16 to 18 years..... 2 19 to 24 years..... 3 25 years and over....(TERMINATE) ... 4

Thank you, but you do not fit with the sample we are interviewing today.

(RETRIEVE CARD)

2. Have you completed more than two years of college?
 (TALLY: 1 2 3 4 5 6 7 8 9 10)

No..... 2 Yes..(TERMINATE) ... 1

Thank you, but you do not fit with the sample we are interviewing today.

3. Have you ever held a full-time job?
 (TALLY: 1 2 3 4 5 6 7 8 9 10)

Yes..... 1 No..... 2

4. Have you ever joined or served in any military service?
 (TALLY: 1 2 3 4 5 6 7 8 9 10)

No..... 2 Yes..(TERMINATE) ... 1

Thank you, but you do not fit with the sample we are interviewing today. We will not use the answers you have given in any analysis. Thanks again for your time.

You qualify for our sample. I would like you to participate in a brief study on advertising. It will only take about 10 to 15 minutes.

5. Will you come with me to the interviewing station where we have the ads I want to show you?
 (TALLY: 1 2 3 4 5 6 7 8 9 10)

Yes..... 1 No..(TERMINATE) ... 2

Thank you for your time. We will not use the answers you have given in any analysis. Thanks again.

(TAKE RESPONDENT TO THE INTERVIEWING STATION)

QMB 0702-0079
exp 31 August 1989

Video Version

MESSAGE ANALYSIS QUESTIONNAIRE

INTERVIEWER: _____

Your answers to this survey are voluntary and confidential, and you may choose not to answer any question. The information you give us will only be used in combination with the answers from many other young adults. This research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974. Our pledge of confidentiality is printed right here.

(AFTER THE RESPONDENT HAS READ THE NOTICE,
CONTINUE WITH THE NEXT INSTRUCTION.)

Before we get started, I'd like to ask you a question about your future career plans, and the kind of things you expect to be doing, that will help us interpret your reactions to the advertisements.

6. What do you think you might be doing for the next few years? (PROBE: Anything else?) (RECORD ALL THAT APPLY)

GOING TO SCHOOL.....	1	(15)
WORKING.....	1	(16)
DOING NOTHING.....	1	(17)
JOINING THE MILITARY/SERVICE	1	(18)
(SPECIFY: _____)	1	(19)
(SPECIFY: _____)	1	(20)
OTHER.....	7	
REFUSED.....		
DON'T KNOW.....	8	

Please look at this videotape. When it is finished, I'd like to ask you a few questions about it.

(PLAY VIDEO TAPE. STOP AFTER "END OF ADS" SIGN APPEARS.)

(1) (21)

(WRITE SEQUENCE NUMBER OF AD) _____ (22-23)

7. Please tell me the names of any of the advertisers or sponsors which you recall of the ads you just saw?

(CONTINUE ASKING UNTIL RESPONDENT CANNOT RECALL ANY OTHERS.
WRITE IN VERBATIM RESPONSES.)

FIRST MENTION: _____ (24-25)
SECOND MENTION: _____ (26-27)
THIRD MENTION: _____ (28-29)
FOURTH MENTION: _____ (30-31)
FIFTH MENTION: _____ (32-33)

We don't want to take too much of your time, so we're going to focus on just one ad. Let's talk about the Army ad this time.

8. (INTERVIEWER: WAS THE ARMY RECALLED AS THE SPONSOR OF THE ARMY AD?)

(34)

No..... 2
Yes..(SKIP TO Q.10)... 1

9. Do you recall seeing an ad sponsored by the Army?

(35)

Yes..... 1
No..(SKIP TO Q.12)... 2

10. Other than trying to get you to enlist, what was the main message you got from the Army advertisement?
(RECORD VERBATIM RESPONSE; DO NOT PROBE.)

(36-38)

11. What other messages did the ad communicate to you?
(PROBE: Any other messages?)

(39-41)

(42-44)

(45-47)

(GO TO Q.12 ON NEXT PAGE)

12. Let's look at the Army advertisement again. Please watch it carefully as I will be asking you some questions about the ad when it's over.

(TURN VIDEOTAPE ON. STOP IT AFTER THE ARMY AD PLAYS AGAIN.)

(PROBE: Would you like to see the ad one more time? IF RESPONDENT ANSWERS YES, TURN VIDEOTAPE ON UNTIL COLOR BARS APPEAR.)

I am going to give you 14 cards. Each card contains a message that might have come across to you from the Army ad. I want to know which messages did come across and which did not. I'm only interested in learning your opinion. There aren't any right or wrong answers.

We are going to use a 1 to 5 scale for this, as shown on this sort board. (TURN OVER SORT BOARD) As you can see, the sort board says "The ARMY AD I JUST SAW sent this message." The "1" position at the left side of the board (POINT) is labeled "Not at All", the "3" position in the middle (POINT) is labeled "To a Medium Extent," and the "5" position at the right (POINT) is labeled "To a Great Extent."

Let's use an example to show how this works. Here's a card that says "the Army offers a good opportunity to show one's patriotism." (HAND CARD TO RESPONDENT) If you think the Army ad you just saw did not send this message at all, you might want to put the card on the "1." If in your opinion the ad sent the message to a medium extent, you might want to put the card on the "3." If you thought the ad sent the message about patriotism to a great extent, you might want to put the card on the "5."

After sorting all of the cards, you may decide that the patriotism message was less strong, compared to others, than you originally thought. You might take the card out of the "5" pile, say, and put it in the "4" pile.

What I'd like you to do is sort each card into one of the 5 piles, based on how much you think the message on the card was sent by the Army ad you just saw. You may put as many cards as you wish in one category, and you may use all or only some of the categories.

12. (Continued)

After you have sorted through the entire deck, I'll ask you to look back through each pile to make sure each card really is in the pile you want it to be in.

Do you have any questions about the sort board? Are you ready to begin? (TAKE BACK THE YELLOW CARDS; SHUFFLE THE WHITE CARDS.) Here is the first card. (HAND CARDS ONE AT A TIME.)

(AFTER CARDS ARE SORTED, SAY:) Take a moment and check that the cards are where you want them to be.

Would you please help me record the results? Just pick up the cards in each pile, and tell me the pile number and the letter shown at the bottom right corner of each card.

(INTERVIEWER: CODE 7 IF RESPONDENT REFUSED TO SORT A CARD, CODE 8 IF SAID DON'T KNOW.)

The Army offers:

A. a wide variety of opportunities to find a job you can enjoy.	A. _____ (48)
B. a physically challenging environment.	B. _____ (49)
C. an experience you can be proud of.	C. _____ (50)
D. an advantage over going right from high school to college.	D. _____ (51)
E. an opportunity to develop leadership skills.	E. _____ (52)
F. the chance to work with the latest high-tech equipment.	F. _____ (53)
G. a great value in your civilian career development.	G. _____ (54)
H. an opportunity to develop self-confidence.	H. _____ (55)
I. the opportunity to develop your potential.	I. _____ (56)
J. a mentally challenging experience.	J. _____ (57)
K. an opportunity to become more mature and responsible.	K. _____ (58)
L. many opportunities for training in useful skill areas.	L. _____ (59)
M. many chances to work with highly-trained people.	M. _____ (60)
N. an excellent opportunity to obtain money for college or vocational school.	N. _____ (61)

The last few questions ask for some information about you.

13. How old are you? _____ (62-63)

14. What is the highest grade or year of school or college
that you (will) have completed and received credit for
(by July 1st)? _____ (64-65)

LESS THAN 8TH GRADE.....	7
8TH GRADE.....	8
9TH GRADE.....	9
10TH GRADE.....	10
11TH GRADE.....	11
12TH GRADE.....	12
1ST YEAR OF A 4 YEAR COLLEGE.....	13
2ND YEAR OF A 4 YEAR COLLEGE.....	14
1ST YEAR OF A JR OR COMMUNITY COLLEGE.....	15
2ND YEAR OF A JR OR COMMUNITY COLLEGE.....	16
1ST YEAR OF A VOCATIONAL, BUSINESS OR TRADE SCHOOL	17
2ND YEAR OF A VOCATIONAL, BUSINESS OR TRADE SCHOOL	18
REFUSED.....	97
DON'T KNOW.....	98

(CLARIFY) 
(PROBE: Is that the (1st/2nd) year of a 4 year college, a junior
or community college, or a vocational, business or trade
school?)

15. How likely is it that you will be (going to college/
continuing at college) in the next few years? Would
you say... _____ (66)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

16. How likely is it that you will be working in a civilian
job? Would you say... _____ (67)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

17. How likely is it that you will be serving on active duty in the Army? Would you say... (68)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

18. How likely is it that you will be serving in the military? Would you say... (69)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

19. Please tell me whether you are: (70)

White.....	1
Black.....	2
Asian or Pacific Islander, or.....	3
American Indian or Alaskan Native.	4
REFUSED.....	7
DON'T KNOW.....	8

20. Are you Hispanic: (71)

Yes....	1
No....	2

Finally, my supervisor will be calling some of the people I talk with today to make sure I asked the questions correctly. No one else will call. May I have your name and telephone number?

Name: _____

Area code: () Telephone number: _____

That is all the questions I have. Let me remind you that the information you have given us is confidential. If you would like to take a copy of our pledge of confidentiality with you, please feel free to do so. (POINT TO FILE OF PLEDGES.) Thank you for your participation.

Print Version

MESSAGE ANALYSIS QUESTIONNAIRE

INTERVIEWER: _____

Your answers to this survey are voluntary and confidential, and you may choose not to answer any question. The information you give us will only be used in combination with the answers from many other young adults. This research is authorized by law, and the information you give us is protected by an Act of Congress called the Privacy Act of 1974. Our pledge of confidentiality is printed right here.

(AFTER THE RESPONDENT HAS READ THE NOTICE,
CONTINUE WITH THE NEXT INSTRUCTION.)

Before we get started, I'd like to ask you a question about your future career plans, and the kind of things you expect to be doing, that will help us interpret your reactions to the advertisements.

6. What do you think you might be doing for the next few years? (PROBE: Anything else?) (RECORD ALL THAT APPLY)

GOING TO SCHOOL.....	1	(15)
WORKING.....	1	(16)
DOING NOTHING.....	1	(17)
JOINING THE MILITARY/SERVICE	1	(18)
(SPECIFY: _____) OTHER.....	1	(19)
(SPECIFY: _____) OTHER.....	1	(20)
REFUSED.....	7	
DON'T KNOW.....	8	

Please look through these ads until you see the sign that says stop. I'd then like to ask you a few questions about them.

(WAIT FOR RESPONDENT TO FINISH VIEWING THE FIFTH AD;
LEAVE THE STOP PAGE SHOWING.)

② (21)

(WRITE SEQUENCE NUMBER OF AD) _____ (22-23)

7. Please tell me the names of any of the advertisers or sponsors which you recall of the ads you just saw?

(CONTINUE ASKING UNTIL RESPONDENT CANNOT RECALL ANY OTHERS.
WRITE IN VERBATIM RESPONSES.)

FIRST MENTION: _____ (24-25)
SECOND MENTION: _____ (26-27)
THIRD MENTION: _____ (28-29)
FOURTH MENTION: _____ (30-31)
FIFTH MENTION: _____ (32-33)

We don't want to take too much of your time, so we're going to focus on just one ad. Let's talk about the Army ad this time.

8. (INTERVIEWER: WAS THE ARMY RECALLED AS THE SPONSOR OF THE ARMY AD?)

No..... 2
Yes... (SKIP TO Q.10) .. 1

9. Do you recall seeing an ad sponsored by the Army?

Yes..... 1
No... (SKIP TO Q.12) .. 2

10. Other than trying to get you to enlist, what was the main message you got from the Army advertisement?
(RECORD VERBATIM RESPONSE; DO NOT PROBE.)

_____ (36-38)

11. What other messages did the ad communicate to you?
(PROBE: Any other messages?)

_____ (39-41)
_____ (42-44)
_____ (45-47)

(GO TO Q.12 ON NEXT PAGE)

12. Let's look at the Army advertisement again. Please review it carefully as I will be asking you some questions about the ad when you are finished.

(TURN BACK TO ARMY ADVERTISEMENT. TURN BACK TO STOP PAGE BEFORE PROCEEDING.)

I am going to give you 14 cards. Each card contains a message that might have come across to you from the Army ad. I want to know which messages did come across and which did not. I'm only interested in learning your opinion. There aren't any right or wrong answers.

We are going to use a 1 to 5 scale for this, as shown on this sort board. (TURN OVER SORT BOARD) As you can see, the sort board says "The ARMY AD I JUST SAW sent this message." The "1" position at the left side of the board (POINT) is labeled "Not at All", the "3" position in the middle (POINT) is labeled "To a Medium Extent," (POINT) and the "5" position at the right is labeled "To a Great Extent."

Let's use an example to show how this works. Here's a card that says "the Army offers a good opportunity to show one's patriotism." (HAND CARD TO RESPONDENT) If you think the Army ad you just saw did not send this message at all, you might want to put the card on the "1." If in your opinion the ad sent the message to a medium extent, you might want to put the card on the "3." If you thought the ad sent the message about patriotism to a great extent, you might want to put the card on the "5."

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Would you please help me record the results? Just pick up the cards in each pile, and tell me the pile number and the letter shown at the bottom right corner of each card.

(INTERVIEWER: CODE 7 IF RESPONDENT REFUSED TO SORT A CARD, CODE 8 IF SAID DON'T KNOW.)

The Army offers:

A. a wide variety of opportunities to find a job you can enjoy.	A. <input type="text"/> (48)
B. a physically challenging environment.	B. <input type="text"/> (49)
C. an experience you can be proud of.	C. <input type="text"/> (50)
D. an advantage over going right from high school to college.	D. <input type="text"/> (51)
E. an opportunity to develop leadership skills.	E. <input type="text"/> (52)
F. the chance to work with the latest high-tech equipment.	F. <input type="text"/> (53)
G. a great value in your civilian career development.	G. <input type="text"/> (54)
H. an opportunity to develop self-confidence.	H. <input type="text"/> (55)
I. the opportunity to develop your potential.	I. <input type="text"/> (56)
J. a mentally challenging experience.	J. <input type="text"/> (57)
K. an opportunity to become more mature and responsible.	K. <input type="text"/> (58)
L. many opportunities for training in useful skill areas.	L. <input type="text"/> (59)
M. many chances to work with highly-trained people.	M. <input type="text"/> (60)
N. an excellent opportunity to obtain money for college or vocational school.	N. <input type="text"/> (61)

The last few questions ask for some information about you.

13. How old are you? _____ (62-63)

14. What is the highest grade or year of school or college that you (will) have completed and received credit for (by July 1st)? _____ (64-65)

LESS THAN 8TH GRADE.....	7
8TH GRADE.....	8
9TH GRADE.....	9
10TH GRADE.....	10
11TH GRADE.....	11
12TH GRADE.....	12
1ST YEAR OF A 4 YEAR COLLEGE.....	13
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2ND YEAR OF A VOCATIONAL, BUSINESS OR TRADE SCHOOL	18
REFUSED.....	97
DON'T KNOW.....	98

(CLARIFY) 
(PROBE: Is that the (1st/2nd) year of a 4 year college, a junior or community college, or a vocational, business or trade school?)

15. How likely is it that you will be (going to college/ continuing at college) in the next few years? Would you say... _____ (66)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

16. How likely is it that you will be working in a civilian job? Would you say... _____ (67)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

17. How likely is it that you will be serving on active duty in the Army? Would you say... (68)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

18. How likely is it that you will be serving in the military? Would you say... (69)

Definitely.....	1
Probably.....	2
Probably not, or.....	3
Definitely not?.....	4
REFUSED.....	7
DON'T KNOW.....	8

19. Please tell me whether you are: (70)

White.....	1
Black.....	2
Asian or Pacific Islander, or.....	3
American Indian or Alaskan Native.	4
REFUSED.....	7
DON'T KNOW.....	8

20. Are you Hispanic: (71)

Yes....	1
No....	2

Finally, my supervisor will be calling some of the people I talk with today to make sure I asked the questions correctly. No one else will call. May I have your name and telephone number?

Name: _____

Area code: () Telephone number: _____

That is all the questions I have. Let me remind you that the information you have given us is confidential. If you would like to take a copy of our pledge of confidentiality with you, please feel free to do so. (POINT TO PILE OF PLEDGES.) Thank you for your participation.

Sort Board and Attribute Cards

The ARMY AD I JUST SAW sent this message:

1 Not at All	2 To a Little Extent	3 To a Medium Extent	4 To a Considerable Extent	5 To a Great Extent
1	2	3	4	5

The Army offers ... a wide variety of opportunities to find a job you can enjoy. A	The Army offers ... the chance to work with the latest high-tech equipment. F	The Army offers ... an opportunity to become more mature and responsible. K
The Army offers ... a physically challenging environment. B	The Army offers ... a great value in your civilian career development. G	The Army offers ... many opportunities for training in useful skill areas. L
The Army offers ... an experience you can be proud of. C	The Army offers ... An opportunity to develop self-confidence. H	The Army offers ... many chances to work with highly-trained people. M
The Army offers ... an advantage over going right from high school to college. D	The Army offers ... the opportunity to develop your potential. I	The Army offers ... an excellent opportunity to obtain money for college or vocational school. N
The Army offers ... an opportunity to develop leadership skills. E	The Army offers ... a mentally challenging experience. J	

(Not shown to scale)

APPENDIX C

List of 14 Attributes as Shown on Sort-Board and Their Corresponding Table Column/Row Labels

Sort-Board Cards	Table Column/Row Labels
[The Army offers:]	
A. A wide variety of opportunities to find a job you can enjoy.	Job Variety
B. A physically challenging environment.	Physical Challenge
C. An experience you can be proud of.	Proud Experience
D. An advantage over going right from high school to college	Step Between HS & College
E. An opportunity to develop leadership skills.	Leader Skills
F. The chance to work with the latest high tech equipment.	Hi-Tech Equipment
G. A great value in your civilian career development.	Civilian Career
H. An excellent opportunity to develop self-confidence.	Self-confidence
I. The opportunity to develop your potential.	Develop Potential
J. A mentally challenging experience.	Mental Challenge
K. An opportunity for you to become more mature and responsible.	Mature & Responsible
L. Many opportunities for training in useful skill areas.	Skill training
M. Many chances to work with highly trained people.	Hi-trained Co-workers
N. An excellent opportunity to obtain money for a college or vocational education.	Money for Education

APPENDIX D

Table D-1
Full Matrix of Percentages of Respondents Perceiving Specific Attributes, by Video Ad

Attribute	Video Advertisement Sequence Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Hi-Tech Equipment	38	61	79	73	42	85	37	81	67	82	82	83	52
Proud Experience	48	51	67	71	70	63	62	66	61	68	62	58	67
Develop Potential	57	54	57	70	62	55	66	52	58	60	60	56	74
Skill Training	47	69	73	61	45	58	44	48	60	60	68	75	45
Physical Challenge	32	35	29	40	81	53	79	69	56	62	62	64	80
Self-Confidence	40	40	44	67	69	52	75	60	51	55	50	43	58
Hi-Trained Co-Workers	32	45	60	59	46	62	33	54	59	58	71	65	48
Mental Challenge	34	33	50	63	56	59	54	50	48	54	50	57	53
Mature & Responsible	38	37	44	57	57	46	45	51	47	45	47	40	50
Leader Skills	30	36	37	56	58	42	41	53	37	53	52	44	45
Money for Education	85	87	35	32	34	37	23	37	41	34	31	36	34
Job Variety	33	45	44	48	35	39	32	33	33	30	39	37	36
Step Between HS & College	50	28	29	24	25	18	24	54	21	23	19	12	
Civilian Career	35	44	46	34	27	22	20	23	23	24	31	22	
Ad n	(160)	(157)	(155)	(161)	(157)	(156)	(150)	(156)	(150)	(147)	(144)	(144)	(146)

Note. Entries represent percentage of respondents viewing each video ad who reported that the Army ad conveyed each attribute "to a considerable extent" or "to a great extent."

Attributes are presented in descending order of average proportions of respondents viewing video and print ads who reported that the attributes were conveyed "to a considerable extent" or "to a great extent."

The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.

Table D-2
Full Matrix of Percentages of Respondents Perceiving Specific Attributes, by Print Ad

Attribute	Print Advertisement Sequence Number										
	1	2	3	4	5	6	7	8	9	10	11
Hi-Tech Equipment	50	45	38	62	37	77	72	77	40	47	30
Proud Experience	43	56	45	45	74	70	57	53	49	52	64
Develop Potential	39	54	51	55	64	63	51	57	57	48	44
Skill Training	59	58	58	72	49	60	57	68	52	55	36
Physical Challenge	36	59	42	52	61	53	55	48	56	45	58
Self-Confidence	42	48	38	41	64	45	47	42	50	36	45
Hi-Trained Co-Workers	42	41	40	53	39	50	49	65	37	43	36
Mental Challenge	29	44	38	41	55	52	48	52	42	37	46
Mature & Responsible	42	49	40	42	57	46	46	39	61	39	44
Leader Skills	34	34	39	44	39	45	45	42	40	41	51
Money for Education	78	87	84	80	41	40	41	41	84	78	35
Job Variety	43	50	42	43	34	44	30	50	39	43	24
Step Between HS & College	47	49	49	42	39	28	22	25	42	45	25
Civilian Career	30	37	41	40	32	32	26	26	34	30	24
Ad 2	(157)	(157)	(151)	(150)	(157)	(151)	(152)	(151)	(145)	(152)	(151)

Note. Entries represent percentage of respondents viewing each print ad who reported that the Army ad conveyed each attribute "to a considerable extent" or "to a great extent."

Attributes are presented in descending order of average proportions of respondents viewing video and print ads who reported that the attributes were conveyed "to a considerable extent" or "to a great extent."

The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.

Table D-3

Full Matrix of Percentages of Respondents Perceiving Specific Main Messages, by Video Ad

Main Message	Video Advertisement Sequence Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Service	1	1	2	7	3	2	2	4	3	3	3	3	1
Challenge	1	1	1	1	9	1	9	3	1	3	3	3	5
Job/Career Development	3	5	35	15	10	8	5	5	11	14	9	16	7
Self-Development	11	10	19	37	34	26	37	17	37	30	29	25	37
Hi-Tech Equipment	0	1	7	1	1	8	1	3	1	5	4	6	0
Money/Education Benefits	68	69	17	3	4	3	0	4	7	5	6	8	1
<u>FRAGMENTED IMPRESSIONS</u>													
Adventure/Excitement	1	1	1	9	13	18	21	11	7	10	12	8	10
Descriptive	3	3	4	4	6	13	3	6	11	9	10	7	18
Positive Miscellaneous	6	0	2	7	6	9	6	2	4	6	7	7	5
Negative Miscellaneous	0	0	0	0	1	1	1	0	1	0	0	0	1
Other	6	7	6	12	10	8	11	44	13	13	11	15	9
Ad n	(160)	(157)	(156)	(161)	(157)	(156)	(152)	(156)	(150)	(148)	(146)	(144)	(147)

Note. The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.

Table D-4
 Full Matrix of Percentages of Respondents Perceiving Specific Main Messages, by Print Ad

Main Message	Print Advertisement Sequence Number										
	1	2	3	4	5	6	7	8	9	10	11
Service	2	1	1	1	4	5	4	1	2	5	12
Challenge	1	1	0	1	2	0	1	1	1	0	1
Job/Career Development	4	3	4	11	4	7	11	12	3	4	3
Self-Development	8	13	18	9	34	24	26	37	7	19	10
Hi-Tech Equipment	0	0	0	1	0	0	1	3	0	1	1
Money/Education Benefits	64	55	54	55	6	3	9	3	71	36	7
<u>FRAGMENTED IMPRESSIONS</u>											
Adventure/Excitement	1	2	1	1	3	15	11	4	2	5	1
Descriptive	2	5	2	4	22	16	15	15	1	5	36
Positive Miscellaneous	3	2	3	1	6	5	3	4	1	5	3
Negative Miscellaneous	0	0	1	0	1	0	3	1	0	1	2
Other	8	8	4	9	8	14	8	7	2	11	11
Ad n	(157)	(151)	(150)	(158)	(151)	(152)	(151)	(145)	(152)	(151)	

Note. The advertisements are listed by sequence number and name in Table 1.

The full attribute wordings are presented in Appendix C.